



# Chapter 9

## Grade-Level Samples

### Chapter Summary

Introduction  
Integrate for Efficiency and Motivation  
Reading the Grade-Level Samples

### Introduction

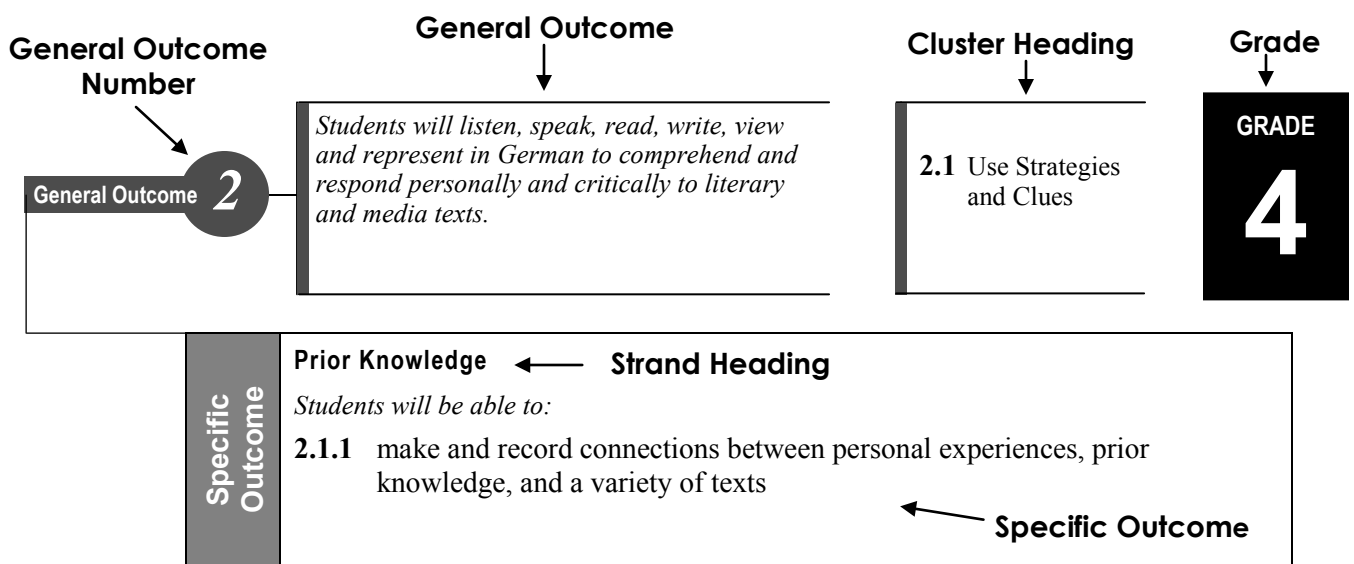
This section provides sample teaching and learning activities with complementary assessment strategies for each specific outcome in the curriculum framework. The prescribed general and specific learning outcomes for each grade level, which teachers are responsible for helping their students achieve, appear in the same order as in the curriculum framework.

The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning.

## Integrate for Efficiency and Motivation

In the time allotted for each grade level of the program, it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all seven general learning outcomes. Such integration motivates students to become active partners in learning and to take personal responsibility for their own learning.

## Reading the Grade-Level Samples



Samples of teaching and learning activities follow to help illustrate the intent of the specific outcome.

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- As part of learning about plant growth from a resource book, students record their findings in a chart and discuss with others:
  - *Was ich schon weiß.*
  - *Was ich gelernt habe.*
  - *Was ich noch lernen möchte.*
- After making oatmeal cookies from a recipe, students comment on how the recipe helped them:
  - Schüler 1: Das Rezept listet alle Zutaten. So wissen wir, was wir brauchen.*
  - Schüler 2: Das Rezept listet alle Schritte der Reihe nach. So wissen wir, was wir machen sollen.*
  - Schüler 3: Das Rezept listet alle Mengenangaben auf. So wissen wir, wieviel wir brauchen.*

Suggestions for assessment appear under the heading **Sample Assessment Strategies**.

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

- access prior knowledge?
- have sufficient prior knowledge?
- have breadth, depth, or gaps in prior knowledge?
- share personal experiences?
- explain reasons for predictions?
- make connections between/among new knowledge, experiences, and text?
- discuss connections to other oral, literary, and media texts?
- record predictions and connections?

#### **Checklists**

Develop a checklist based on the Focus for Assessment criteria to assess students' skills in making connections between prior knowledge, personal experiences, and variety of texts. Progress over time should be noted.

#### **Anecdotal Records**

Keep a record of students' skills and strategies in contributing prior knowledge to classroom discussions.

#### **Learning Logs or Journals**

Review student logs to determine whether students articulate and build upon prior experiences or knowledge.

Suggested materials and teaching and learning resources appear under the heading **Sample Resources**.

## SAMPLE **RESOURCES**

# Grade 4 Example of the German Language Arts Foundation for Implementation

**General Outcome 1**

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**1.1 Discover and Explore**

**Express Ideas**  
*Students will be able to:*  
 1.1.1 describe and reflect upon personal observations and experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After students brainstorm what kinds of pollution and waste they already know about, they think about and tour their own community and record examples of pollution and waste. They then discuss and compare information recorded on a chart:

Umweltverschmutzung weltweit. Was gibt es?	Umweltverschmutzung in unserem Ort
Luft Wasser Ölschlick	Müll Luftverschmutzung durch Autoabgase, Fabriken Rauch Dunst

- The students paraphrase and record ideas, questions, pros, and cons during class discussions on such topics as:
  - Sollen Ölfirmen in einem National Park nach Öl suchen dürfen?*

Pro	Contra	Neue Fragen
Wir brauchen das Öl egal wo es ist Ölgelder unterstützen die Wirtschaft	Die Wohngebiete der Tiere werden zerstört Die schöne Landschaft wird vernichtet	Was machen wir, wenn Öl knapp wird? Dürfen Ölfirmen dann im National Park bohren?

- Darf die Stadtregierung gegen Mücken oder Löwenzahn sprühen?*
- Soll man mit Motorbooten auf Manitoba Seen fahren dürfen?*

They then make a decision about the issue.

**GRADE 4**

**Specific Outcome**  
*Students will be able to:*  
 1.1.1 describe and reflect upon personal observations and experiences (continued)

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

- make predictions about what will happen in a story or event?
- describe observations and experiences?
- reflect on observations and experiences?
- draw conclusions?
- reflect on conclusions?

**Checklists/Rubrics**

The teacher develops checklists or rubrics based on the above Focus for Assessment criteria to guide and record observations. The teacher dates and notes the context of students' interactions and reviews checklists to note progress over time.

**Schüler Nachdenklichkeit Lehrercheckliste**

Schüler: \_\_\_\_\_ Datum: \_\_\_\_\_

	immer	meistens	selten	nie
beschreibt Beobachtungen und Erfahrungen				
macht Vorhersagen				
denkt über Beobachtungen und Erfahrungen nach				
zieht Rückschlüsse				
denkt über Rückschlüsse nach				

**Anecdotal Records**

The teacher records observations during students' informal interaction to note how they describe personal observations, experiences, predictions, and conclusions. The teacher dates and records the context of the observations. The data can be used to inform instruction.

Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.

**Express Ideas**

Students will be able to:

- 1.1.1 describe and reflect upon personal observations and experiences

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- After students brainstorm what kinds of pollution and waste they already know about, they think about and tour their own community and record examples of pollution and waste. They then discuss and compare information recorded on a chart:

Umweltverschmutzung weltweit. Was gibt es?	Umweltverschmutzung in unserem Ort
Luft Wasser Ölschlick	Müll Luftverschmutzung durch Autoabgase, Fabriken Rauch Dunst

- Students paraphrase and record ideas, questions, and pros and cons during class discussions on such topics as:

— *Sollen Ölfirmen in einem National Park nach Öl suchen dürfen?*

Pro	Contra	Neue Fragen
<ul style="list-style-type: none"> <li>Wir brauchen das Öl egal wo es ist</li> <li>Ölgelder unterstützen die Wirtschaft</li> </ul>	<ul style="list-style-type: none"> <li>Die Wohngebiete der Tiere werden zerstört</li> <li>Die schöne Landschaft wird vernichtet</li> </ul>	<ul style="list-style-type: none"> <li>Was machen wir, wenn Öl knapp wird? Dürfen Ölfirmen dann im National Park bohren?</li> </ul>

— *Darf die Stadtregierung gegen Mücken oder Löwenzahn sprühen?*

— *Soll man mit Motorbooten auf Manitoba Seen fahren dürfen?*

They then make a decision about the issue.

**Express Ideas***Students will be able to:***1.1.1** describe and reflect upon personal observations and experiences *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- make predictions about what will happen in a story or event?
- describe observations and experiences?
- reflect on observations and experiences?
- draw conclusions?
- reflect on conclusions?

 **Checklists/Rubrics**

Develop checklists or rubrics based on the above Focus for Assessment criteria to guide and record observations. Date and note the context of students' interactions, and review checklists to note progress over time.

<b>Schüler Nachdenklichkeit Lehrercheckliste</b>				
Schüler: _____		Datum: _____		
	<b>immer</b>	<b>meistens</b>	<b>selten</b>	<b>nie</b>
• beschreibt Beobachtungen und Erfahrungen				
• macht Vorhersagen				
• denkt über Beobachtungen und Erfahrungen nach				
• zieht Rückschlüsse				
• denkt über Rückschlüsse nach				

 **Anecdotal Records**

Record observations during students' informal interaction to note how they describe personal observations, experiences, predictions, and conclusions. Date and record the context of the observations. The data can be used to inform instruction.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Express Ideas**

*Students will be able to:*

**1.1.1** describe and reflect upon personal observations and experiences (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- As students are reading a map of Manitoba, they discuss their experiences with the locations:  
Student 1: *Wo ist Gimli? Mein Onkel wohnt dort.*  
Student 2: *Wie weit ist es nach Lake Winnipeg? Wir gehen dort zelten.*  
Student 3: *Wo ist Steinbach? Im Frühling fahren wir dort ins Museum.*
- Students watch a video and, using sentence starters, write in their journals about their favourite part. They share their journal entry with a partner.
- In small groups, students discuss posters, cartoons, advertisements, and comic strips, and give their personal responses.
  - *Die bunten Farben sind sehr effektiv. Man muss unbedingt hinschauen.*
  - *Die Fotos sind so realistisch. Man denkt das Essen ist sehr lecker.*
  - *Die Bildgeschichte ist sehr witzig. Genau dasselbe ist in meiner Familie passiert.*
- After watching a play or school performance or reading a book, students talk about what was appealing or meaningful.
- Students design a postcard and write about a summer experience.
- Students create photo essays or personal timelines that focus on the development of their favourite interests (e.g., when they first saw or heard of it).
- Students brainstorm for appropriate ways of expressing an opinion:
  - *Ich denke, dass . . .*
  - *Ich bin der Meinung, dass . . .*
  - *Meiner Meinung nach . . .*

**Express Ideas***Students will be able to:***1.1.1** describe and reflect upon personal observations and experiences *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Conferencing**

Confer with students to discuss their skills in making appropriate observations, predictions, and conclusions, and in describing personal experiences. Use students' charts as a focus for the conference. Provide feedback and encouragement to help students describe and reflect with confidence.

 **Self-Assessments**

Encourage students to assess their own communication following a discussion by asking self-reflecting questions. Students should keep their reflections and any products related to them in their portfolios.

 **Response Journals/Reflection Logs**

Review journals and reflection logs to determine if students are able to express personal thoughts, feelings, and experiences, and if they experiment with expressive language.

 **Portfolios**

Students are encouraged to include in their portfolios, assignments, activities, and/or materials related to their reflecting on their personal observations and experiences and abilities to predict and reach conclusions in their regard.

 **Work Samples**

Collect samples of student timelines and photo essays to assess how well they are able to express personal thoughts, feelings, and experiences, and if they experiment with expressive language.

**SAMPLE RESOURCES**



*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Consider Others' Ideas**

*Students will be able to:*

**1.1.2** explore connections among a variety of insights, ideas, and responses

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After looking at a variety of picture books or illustrations about a topic, students discuss the styles of illustration they like best.
- During a class conversation, students paraphrase the previous speaker's ideas before they express their own ideas. If they agree with another student, they think of further reasons for the preference.
- Students participate in an activity entitled "Inside-Outside Circle" (*Großer Kreis/Kleiner Kreis*). The teacher invites students to form two circles, one inside the other. Students in the circles turn to face one another. When the music begins, students walk in opposite directions. When the music stops, the teacher poses a question or identifies a topic, students exchange ideas in German before the music starts again (e.g., favorite holidays, seasons, subjects in school, after school activities, family celebrations, etc.).
- The teacher invites students to share their ideas and opinions on a topic of interest during a Talking Circle activity. Every student is encouraged to speak and students are given time to reflect on what others have said.
- Students fill out a survey by moving around the class and interviewing classmates. For example,
  1. \_\_\_\_\_ *Kannst du Klavier spielen?*
  2. \_\_\_\_\_ *Spielst du auf einer Fußball Mannschaft?*

**Consider Others' Ideas***Students will be able to:***1.1.2** explore connections among a variety of insights, ideas, and responses (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- make connections between his/her own ideas and insights and those of peers?
- make connections between his/her own ideas and insights from different points of view, and those of characters portrayed in oral literary and media texts?

 **Checklists/Rubrics**

Develop a checklist or rubric from the Observation criteria. Date and record the context of each observation, reviewing the checklists to note progress over time.

A sample could include the following:

Schülername	hört anderen zu	stellt Fragen	spricht Deutsch freiwillig	bleibt beim Thema

 **Anecdotal Records**

Throughout the school year, observe students in a variety of contexts as they seek out others' viewpoints. Look for and note evidence that students:

- follow participate willingly in classroom activities in German
- listen actively to follow instructions
- take risks to speak
- use appropriate expressions learned in class
- tolerate ambiguity when unable to understand

 **Conferencing**

Meet with individual students to discuss samples of work in which they had to survey and gather data about other students' interests. Ask students what they have learned about others' ideas, interests, and insight.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feeling, and experiences.*

**1.1** Discover and Explore

**Experiment with Language**

*Students will be able to:*

**1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students examine a variety of written, oral, and visual forms, and chart common characteristics. Students use an electronic organizer tool to create such chart.

Schriftlich Textformen	Mündliche Textformen	Graphische Textformen
<ul style="list-style-type: none"> <li>– Gibt es Wörter?</li> <li>– Gibt es Sätze?</li> <li>– Gibt es Bilder?</li> <li>– Gibt es Symbole?</li> <li>– Wer ist die Zielgruppe?</li> <li>– Was ist das Ziel?</li> <li>– Wie lange dauert es, das zu machen?</li> </ul>		

- After examining text book entries as a text form, Students write the monthly entry for their Grade 4 yearbook.
- Students examine authentic meeting agendas. Encourage students to add concerns or ideas to an agenda for class meetings. An atmosphere of acceptance in which ideas— not individual persons—are discussed is created. Students, working in small groups, prepare a Reader’s Theatre production of a favorite German story, using gestures and voices for effect.
- Share a personal timeline of memorable experiences in your life, and invite students to create personal timelines that depict memorable experiences in their lives. These timelines may be accompanied by personal sketches or photographs.

**Experiment with Language***Students will be able to:*

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes *(continued)*

**SAMPLE ASSESSMENT STRATEGIES**
 **Authentic Forms of Language**

The following list provides suggestions for a variety of written, oral, and visual forms.

Authentic Forms of Language		
Written	Oral	Visual
<ul style="list-style-type: none"> <li><input type="radio"/> advertisement</li> <li><input type="radio"/> biography</li> <li><input type="radio"/> book report/ review</li> <li><input type="radio"/> brochure</li> <li><input type="radio"/> crossword puzzle</li> <li><input type="radio"/> editorial</li> <li><input type="radio"/> essay</li> <li><input type="radio"/> experiment record</li> <li><input type="radio"/> game</li> <li><input type="radio"/> journal</li> <li><input type="radio"/> lab report</li> <li><input type="radio"/> log</li> <li><input type="radio"/> magazine article</li> <li><input type="radio"/> memo</li> <li><input type="radio"/> newspaper article</li> <li><input type="radio"/> poem</li> <li><input type="radio"/> position paper</li> <li><input type="radio"/> proposal</li> <li><input type="radio"/> questionnaire</li> <li><input type="radio"/> research report</li> <li><input type="radio"/> script</li> <li><input type="radio"/> test</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> audiotape</li> <li><input type="radio"/> debate</li> <li><input type="radio"/> discussion</li> <li><input type="radio"/> dramatization</li> <li><input type="radio"/> interview</li> <li><input type="radio"/> newscast</li> <li><input type="radio"/> oral presentation</li> <li><input type="radio"/> oral report</li> <li><input type="radio"/> play</li> <li><input type="radio"/> poetry reading</li> <li><input type="radio"/> rap</li> <li><input type="radio"/> skit</li> <li><input type="radio"/> speech</li> <li><input type="radio"/> song</li> <li><input type="radio"/> teach a lesson</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> advertisement</li> <li><input type="radio"/> banner</li> <li><input type="radio"/> cartoon</li> <li><input type="radio"/> collage</li> <li><input type="radio"/> collection</li> <li><input type="radio"/> computer graphic</li> <li><input type="radio"/> construction</li> <li><input type="radio"/> data table</li> <li><input type="radio"/> design</li> <li><input type="radio"/> diagram</li> <li><input type="radio"/> display</li> <li><input type="radio"/> diorama</li> <li><input type="radio"/> drawing</li> <li><input type="radio"/> filmstrip</li> <li><input type="radio"/> graph</li> <li><input type="radio"/> map</li> <li><input type="radio"/> model</li> <li><input type="radio"/> painting</li> <li><input type="radio"/> photograph</li> <li><input type="radio"/> poster</li> <li><input type="radio"/> scrapbook</li> <li><input type="radio"/> sculpture</li> <li><input type="radio"/> slide show</li> <li><input type="radio"/> storyboard</li> <li><input type="radio"/> videotape</li> </ul>

For additional sample authentic forms, please refer to Appendix III in the Framework of Outcomes.

**SAMPLE RESOURCES**

General Outcome

1

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feeling, and experiences.*

**1.1** Discover and Explore

GRADE

**4**

Specific Outcome

**Experiment with Language**

*Students will be able to:*

**1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Pairs of students each select a different written or visual form to use to express the same excerpt of a story they have read. When they are done, the excerpt and all products are displayed. Alternatively, each group can focus on a particular audio form.
- Based on an actual news story format, students use a W6 (wer, wie, was, wann, warum, wo) chart as a news planner in preparation for sharing a personal news story. These may be shared orally or in writing for a class newsletter.
- During a field trip, use a digital camera to take pictures that students later use to prepare a photo essay. Working in small groups, students arrange the photographs and write captions to accompany each photo. They may also include a short, written summary of the field trip.

**Experiment with Language***Students will be able to:*

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- experiment with language for personal purposes?
- participate and contribute positively during class conversations?
- use appropriate and specific vocabulary related to purpose?
- explore a variety of genres in order to find alternative ways to express personal ideas or feelings in written form?
- use specific forms effectively and appropriately to express their thoughts, ideas, and responses to texts and personal experiences?

 **Checklists/Rubrics**

Develop checklists or rubrics based on the Observation criteria. Date and note the context for students' interactions. Review checklists to note progress over time.

**Klassenvorträge bewerten—Lehrercheckliste****Vorbereitung**

Der Schüler/Die Schülerin:

- beteiligt sich aktiv am Planungsprozess
- bemüht sich ernsthaft beim Proben
- gibt anderen Schülern Verbesserungsvorschläge
- akzeptiert selber Verbesserungsvorschläge von anderen

**Mündlicher Ausdruck**

Der Schüler/Die Schülerin zeigt:

- Blickkontakt
- Aussprache u. Intonation
- Verständlichkeit der Sprache
- Genauigkeitsgrad der Grammatik
- Flüssigkeit
- Unterstützung durch Gestik, Lautstärke usw.

 **Self-Reflections/Learning Logs/Journals**

Encourage students to maintain records noting forms of expression experimented with throughout the year. From time to time, students are requested to review their logs and reflect on their experiences by responding to questions. Review students' journals or reflection logs to determine if students:

- express personal thoughts, ideas, feelings, and experiences in a variety of ways that suit personal purposes
- elaborate on ideas, feelings, and experiences
- experiment with language to express personal purposes

General Outcome

1

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feeling, and experiences.*

**1.1** Discover and Explore

GRADE

**4**

Specific Outcome

**Experiment with Language**

*Students will be able to:*

**1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students examine movie posters as authentic forms. They then create their own posters, based on a story real or film viewed in class. The class brainstorms which form-specific features should be included. Share the assessment criteria with the class in advance. Students may assess their own or a classmate's product in draft stage using these criteria.

**Experiment with Language***Students will be able to:*

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes (*continued*)

**SAMPLE ASSESSMENT STRATEGIES** (*continued*) **Work Samples**

*Posters:* Assess student posters looking for characteristics such as these:

**Geschichte als Filmposter darstellen—Lehrercheckliste**

Der Schüler/Die Schülerin:

- gebraucht Schlüsselwörter, die die Geschichte beschreiben
- beschreibt Hauptaspekte der Geschichte genau
- kombiniert Bilder u. Graphiken mit dem Text
- wendet alle geeigneten Kennzeichen an
- entwickelt ein effektives Produkt (durch Farben, besondere Schriftart)

Schriftlicher Ausdruck—Lehrercheckliste

- Rechtschreibung
- Großschreibung
- Zeichensetzung
- Grammatikalische Richtigkeit
- angebrachtes Vokabular

*Photo Essays and Personal Milestones:* As students share their photo essays and personal milestones in class, assess how well students are able to express personal thoughts, feelings, and experiences. Use a rating scale such as the following:

Aspect	Strong	Complete	Partial	Not Demonstrated
• reflects the meaning of the photo				
• reflects the context or setting				
• matches details in the photos				
• reads the caption fluently with correct pronunciation				
• explains accurately and with detail				
• attempts to self-correct				

(Adapted from the Languages Template (5-12) Ministry of Education, Skills, and Training, Province of British Columbia, 1997, p. D-17)



*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Express Preferences**

*Students will be able to:*

- 1.1.4** collect and explain preferences for particular forms of oral, literary, and media texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- A student describes the preferred form of the story *Aschenputtel* (e.g., CD-ROM, video, play, books). “I liked the story on the CD-ROM because it was fun to click on the characters. They would introduce themselves and I could see the setting.”
- A student chooses to document plant growth by taking photographs at one-week intervals, rather than by drawing pictures or by plotting the plant height on a graph each week. The student explains reasons for this preference.
- Students play an audiocassette tape or compact disc of a song that they like, and explain why it appeals to them. For example,

<i>Wenn ich</i>	<i>diese Musik</i>	<i>höre,</i>	<i>sehe ich _____.</i>
	<i>den Rhythmus</i>		<i>denke ich an _____.</i>
	<i>den Text</i>		<i>fühle ich mich _____.</i>
	<i>den Sänger</i>		<i>möchte ich _____.</i>

*Diese Musik*  
*Dieser Rhythmus*     *erinnert mich an \_\_\_\_\_.*  
*Dieser Text*  
*Dieser Sänger*

- Read several versions of a favourite fairy tale, and students compare the elements of these versions.
- Students keep personal records or logs of listening, reading, and viewing experiences. Information in these records or logs may include the date of the experience, the form (book, magazine, video, computer story, audiotape, or oral story), the title and the author, as well as their opinion or rating. Students may keep separate record sheets for listening, reading, and viewing experiences.
- Reading Logs (home reading)

**Express Preferences***Students will be able to:*

- 1.1.4** collect and explain preferences for particular forms of oral, literary, and media texts (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- choose a variety of oral, literary, and media text?
- name favourites?
- give reasons for selecting texts as favourites?
- share favourites willingly?
- share favourites confidently?

 **Checklists/Rubrics**

Develop checklists or rubrics based on the Focus for Assessment. Date and include the context of each observation. Review to note students' developing abilities to share favourite texts appropriately and confidently.

<b>Schülertextauswahl—Lehrercheckliste</b>			
Schülername: _____		Datum: _____	
	<b>immer</b>	<b>meistens</b>	<b>nein</b>
• wählt eine Vielzahl von Textsorten			
• begründet die Textauswahl			
• ist bereit, Texte u. Ideen auszutauschen			

 **Peer Conferencing**

Use the following for peer conferencing. Students and teachers review peer conferencing records to determine with whom favourite texts were shared, as well as the comments that were made by the sharing partners.

<b>Mein Lieblingstext</b>			
Name: _____		Datum: _____	
<b>Title</b>	<b>Textsorte</b>	<b>Partner</b>	<b>Wie mein Partner den Text findet</b>

General Outcome

1

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**1.1** Discover and Explore

GRADE

**4**

Specific Outcome

**Express Preferences**

*Students will be able to:*

**1.1.4** collect and explain preferences for particular forms of oral, literary, and media texts *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students sketch their favourite scene from a text they have heard, viewed, or read. Students display their sketches and give simple reasons for why they like the text using vocabulary reviewed in class.
- Students view a short animated cartoon or movie in German. Invite students to share what they enjoyed about the cartoon or movie, and record these ideas on poster paper that is posted in the classroom. Elements such as characters, music, storyline, etc., should be addressed. Using this vocabulary and sentence starters, encourage students to go on to discuss their favourite animated movie with a partner.
- Students create a new book cover for a favourite German book or story.

**Express Preferences***Students will be able to:*

- 1.1.4** collect and explain preferences for particular forms of oral, literary, and media texts *(continued)*

**SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Conferencing**

Confer with students about their literary records and journal entries to discuss their preferences for particular authors, forms, and genres. Encourage students to broaden their choices and to clearly articulate their opinions about the texts they have listened to, read, and viewed.

 **Portfolios**

Students choose a collection of oral, literary, and media texts for their portfolios or anthology and write a reflection including reasons for their choices, using sentence starters or a form provided by the teacher. Assess the contents with the Focus for Assessment criteria in mind.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Set Goals**

*Students will be able to:*

**1.1.5** identify areas of personal accomplishment in language learning and use

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Following a writing assignment, students list what they did well and areas for improvement. For example,

<i>Das kann ich gut</i>	<i>Das kann ich verbessern</i>
<i>groß und</i>	<i>Absätze beginnen</i>
<i>kleinschreiben</i>	<i>und beenden</i>

- A student views a video of a personal poetry reading or readers' theatre presentation, and then critiques what went well and what could be improved (e.g., expression, speed, volume, clarity: *Ausdruck, Tempo, Lautstärke, Deutlichkeit*).
- Students keep a German reading record.

**Leseschritte**

1. In diesem Monat habe ich \_\_\_\_\_, \_\_\_\_\_, und \_\_\_\_\_ gelesen.
2. Ich habe \_\_\_\_\_ Bücher mit Klassenkameraden geteilt.
3. Um noch besser zu lesen kann ich \_\_\_\_\_.
4. Am besten finde ich das Buch \_\_\_\_\_, weil \_\_\_\_\_.

- Students are assigned a specific German story for the week. At the end of the week, a few students will be asked to read their favourite part of the story to the class. Ask other students to tell the class why they enjoyed or disliked the story.
- Using vocabulary charts describing the qualities of good learners, readers, and writers, Students create and display posters or bookmarks that describe successful readers, writers, and learners.
- Students list reading strategies they have used and provide examples of how these strategies helped them comprehend text.

**Set Goals***Students will be able to:*

- 1.1.5** identify areas of personal accomplishment in language learning and use  
(continued)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify his or her own accomplishments?
- share accomplishments with teachers?
- share accomplishments with classmates?
- set attainable language-learning goals independently?
- set attainable language-learning goals with guidance?
- review goals to determine if they were accomplished?

**□ Checklists/Rubrics**

Develop checklists following the Focus for Assessment criteria. Date and record the context of each observation.

In the case of rubrics for oral presentations such as Reader's Theatre, create and complete them together with students. Criteria may include the following:

- presentation is fluent
- pronunciation and intonation are appropriate and support communication
- gestures and voices are appropriate and support communication
- message is understandable

Review students' judgments of their work and use the results of the assessment to set goals for the class.

**Lesetheaterbewertung—Lehrercheckliste**

Der Schüler/Die Schülerin zeigt:

- Blickkontakt
- Aussprache u. Intonation
- Verständlichkeit der Sprache
- Genauigkeitsgrad der Grammatik
- Flüssigkeit
- Unterstützung durch Gestik, Lautstärke usw.
- Fähigkeit im Team zu arbeiten

**Lesetheaterbewertung—Schülercheckliste**

J – Ja            N – Nein            M – Manchmal

- \_\_\_ Ich habe laut und deutlich gesprochen.
- \_\_\_ Ich habe viel Blickkontakt zu den Zuschauern gehabt.
- \_\_\_ Ich war nicht zu nervös.
- \_\_\_ Ich habe meistens fließend gelesen.
- \_\_\_ Ich habe auch Gestik und Gesichtsausdrücke benutzt.
- \_\_\_ Unser Auftritt ist gut gegangen, jeder hat seinen Teil getan.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Set Goals**

*Students will be able to:*

**1.1.5** identify areas of personal accomplishment in language learning and use  
*(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES** *(continued)*

- Students draw their own personal coat of arms, which illustrates their personal strengths, skills, and accomplishments as a language learner. These are displayed in the classroom. Students share the symbols used on their coat of arms.
- Students set goals for German reading. For example,
  - *Ich werde jeden Tag eine deutsche Geschichte lesen.*
  - *Ich werde alle deutschen Bücher auflisten, die ich diesen Monat lese.*
  - *Ich werde bis \_\_\_\_\_ die Geschichte illustrieren, die ich am besten finde.*

**Set Goals**

*Students will be able to:*

- 1.1.5** identify areas of personal accomplishment in language learning and use  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES
 **Interviews**

Conduct a language learner interview to determine how students view themselves as learners. These interviews may need to be conducted in English. Students may be asked to:

- describe language learning strategies
- tell why and how the strategies helped them
- tell why they use the various strategies
- describe what they can do well
- describe areas they would like to improve on

 **Conferencing**

Confer with students to determine how they are developing a sense of self as a reader, writer, and illustrator. Review students' goals to assess if they are realistic and manageable and self-reflections to determine whether their comments coincide with actual behaviours. Provide feedback and encourage students to continue to develop in these areas.

 **Self-Assessments**

Students maintain a checklist of different genres they read. Students periodically fill out a goal-setting sheet.

Students complete a self-assessment of how confident and competent they feel generating and asking questions in order to gather information when conducting interviews or playing guessing games.

Students use a series of questions after completing a project to self-evaluate the 5Ws format.

*Wie habe ich meine Zeit gebraucht?*

*Was habe ich gemacht?*

*Wer hat mir geholfen?*

*Wo habe ich gearbeitet?*

*Wie finde ich mein Projekt?*



*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Develop Understanding**

*Students will be able to:*

- 1.2.1 connect new information and experiences with prior knowledge to construct meaning in different contexts

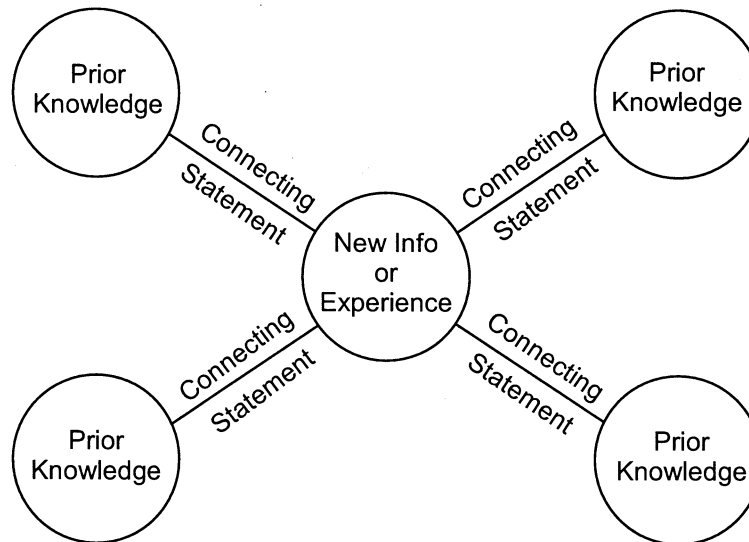
**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students sit in a circle. One student tells the first sentence of a story, the next student tells the second sentence, and so on. As each sentence is added, students take a cube out of a box and add it to a chain of interlocking cubes. As the story grows, so does the chain.
- Students show connections by making a web. They highlight the information they already know with one colour and new knowledge with another highlighter.
- Students use a KWL (WML) chart when studying animals.

Was ich schon weiß	Was ich lernen möchte	Was ich gelernt habe

- Model the use of semantic maps in class. Students show connections by making a web. Highlight the information they already know with one colour and new knowledge with another highlighter.

**Semantic Maps**



**Develop Understanding***Students will be able to:*

- 1.2.1** connect new information and experiences with prior knowledge to construct meaning in different contexts (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- access prior knowledge?
- access personal experiences?
- connect prior knowledge and personal experiences with new ideas?
- construct meaning in new contexts based on prior knowledge
- access prior knowledge without prompting?
- use prior knowledge and experiences selectively to make sense of new information?

 **Conferences**

Discuss with students the importance of reflecting on prior knowledge.

 **Work Samples**

Collect samples of charts and webs done in class as evidence of students' abilities.

 **Anecdotal Records**

Record observations to show examples of students making connections between prior knowledge and experiences and new knowledge. Observations should include information regarding the extent of:

- students' prior knowledge and experience
- connections between prior knowledge and new experiences
- recording of connections
- gaps in knowledge and experiences

General Outcome

1

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**1.2** Clarify and Extend

GRADE

4

Specific Outcome

**Develop Understanding**

*Students will be able to:*

**1.2.1** connect new information and experiences with prior knowledge to construct meaning in different contexts (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Write down a word riddle on the board. Students have to use their knowledge to find the answer.
- Before the student reads, views, or listens to a text, the student will write on an “admit” slip what expectations she or he has for the text. At the end of this work, the student fills in an “exit” slip summarizing the connections they made between prior knowledge and experience. The student hands in exit slips prior to leaving the room at dismissal time.

**Develop Understanding**

*Students will be able to:*

- 1.2.1** connect new information and experiences with prior knowledge to construct meaning in different contexts (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**

General Outcome

1

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

1.2 Clarify and Extend

GRADE

4

Specific Outcome

**Explain Options**

*Students will be able to:*

**1.2.2** express new concepts and understanding in own words

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students sort words into grammatical categories, using colours to identify parts of speech.
- Students write a journal entry for someone living through the Great Depression.
- Students create a poster enticing Europeans to come to Canada in the 1800s.
- Working together, students create a word wall related to a specific topic or theme under study. They brainstorm for words or phrases and record these on labels, which they place on a large wall chart.
- Through cartooning, sketching, pantomiming, or creating a collage using words and phrases, students present their understanding of a topic they discussed in class.

**Explain Opinions***Students will be able to:***1.2.2** express new concepts and understanding in own words (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explain new concepts in her/his own words?
- clearly express new concepts using appropriate vocabulary?
- provide clear explanations of new understanding?
- explain relationships between/among concepts?
- represent understanding in several ways?
- support and clearly state opinions and viewpoints?
- express views on new concepts?
- share personal opinions and viewpoints willingly?

 **Checklists**

Develop checklists following the Focus for Assessment criteria. Focus observations on students' skills in using their personal perceptions and ideas to inform their understanding of new concepts. Note their progress over time in expressing their views on new concepts, in supporting their opinions, and in their willingness to change their perceptions and ideas in light of new evidence.

 **Work Samples**

Collect samples of students' cartoons, sketches, and collages to assess their ability to express new concepts and new learning in their own words.

**SAMPLE RESOURCES**

Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.

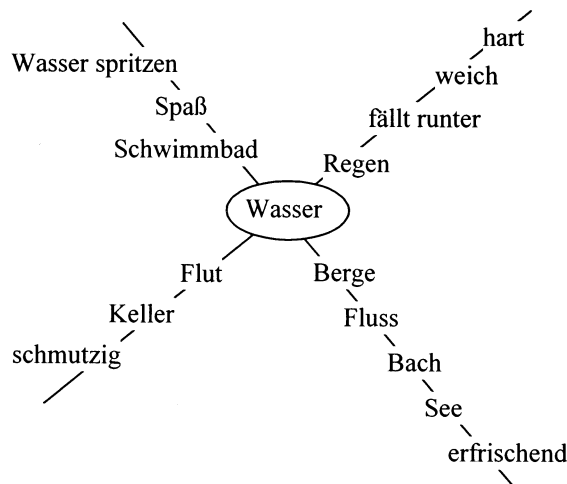
**Combine Ideas**

Students will be able to:

**1.2.3** organize ideas and information in ways that clarify and shape understanding

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- A student writes in a mathematics journal entry, “I learned that drawing a picture can help me solve a mathematics problem.”
- Students make a cluster diagram about “Water” and explore ideas through a poem, picture, narrative, etc.



- After a field trip to a German store or radio station, students write a group thank-you letter. Individual students record what was of particular interest to them about the trip. Introduce appropriate phrases and idioms.
- Students write information gathered about an animal on colour-coded paper with headings such as *Junge*, *Nahrung*, *Lebensraum*, etc.
- Model how a story map can be used to organize information from a story. Students, working in small groups, prepare a story map/frame on a story they read together in class. The story maps are shared in class.
- Students take a topic studied in their class and prepare a presentation for a younger grade. Students must discuss how their presentation will look different considering it is for a younger audience.

**Combine Ideas***Students will be able to:*

- 1.2.3** organize ideas and information in ways that clarify and shape understanding  
(continued)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student:

- arrange ideas and information in a logical way?
- label ideas and information?
- use a variety of graphic organizers?
- use appropriate graphic organizers to illustrate information and ideas?
- use graphic organizers to clarify understanding?
- organize ideas and information in ways that clarify and shape understanding?

 **Checklists/Rubrics**

With or without students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions. Review the checklists to note progress over time.

 **Conferencing**

Have students describe their preferred ways to organize ideas and information. Have them show their successful ways to organize in order to clarify understanding. Encourage students to identify challenges they face and target areas to improve.

 **Work Samples**

Collect samples of the timeline, charts, lists, webs, Venn diagrams, etc., as evidence of students' abilities.

 **Self-Reflections**

Students reflect on what helps them organize ideas and information and record these self-reflections in logs or journals. They may draw their favorite organizational frames and tell how they help to organize ideas for writing or speaking.



*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Extend Understanding**

*Students will be able to:*

**1.2.4** ask basic questions to clarify information and develop new understanding

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- While researching a project on what plants need in order to grow, groups of students share ideas, information, and resources so they can learn from each other.
- When listening to a story about a family in Quebec, students ask questions such as:
  - *Wie sind die Schulen?*
  - *Wo arbeiten die Leute?*
  - *Was spielen die Leute?*
  - *Was essen die Leute?*
- While watching a video about frogs, students ask questions about things they do not understand, such as:
  - *Was machen Frösche im Winter?*
- Together with the teacher, students generate interview questions on topics or themes being studied in class. The questions are then used for interviewing other students, teachers, family members, or other German-speaking people in the community. Students record their interviews for presentation in class. (Rogovin, 1998)\*

**SAMPLE RESOURCES**

Rogovin, Paula. *Classroom Interviews: A World of Learning*. Portsmouth, NH: Heinemann, 1998.

**Extend Understanding***Students will be able to:*

- 1.2.4** ask basic questions to clarify information and develop new understanding  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- formulate a variety of questions?
- ask questions to clarify instruction?
- ask questions to elicit information?
- ask questions to clarify understanding?
- ask questions to extend understanding?
- extend thinking through asking critical and creating questions?
- reflect on ideas and experiences?
- select ideas appropriately?

 **Checklists/Rubrics**

Develop a checklist or rubric based on the Focus for Assessment criteria. Note how students use questions to clarify information and extend learning.

 **Observations**

Observation of group work provides excellent opportunities to observe and take note of students' skills in asking questions, clarifying, and extending understanding. One suggestion is to jot notes on self-stick notes, one per student being observed.

 **Conferencing**

Confer with students to encourage them to identify their strengths in appraising ideas and questioning skills.

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Prior Knowledge**

*Students will be able to:*

- 2.1.1** make and record connections between personal experiences, prior knowledge, and a variety of texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- As part of learning about plant growth from a resource book, students record their findings in a chart and discuss with others:
  - *Was ich schon weiß.*
  - *Was ich gelernt habe.*
  - *Was ich noch lernen möchte.*
- After making oatmeal cookies from a recipe, students comment on how the recipe helped them:
 

*Schüler 1: Das Rezept listet alle Zutaten. So wissen wir, was wir brauchen.*

*Schüler 2: Das Rezept listet alle Schritte der Reihe nach. So wissen wir, was wir machen sollen.*

*Schüler 3: Das Rezept listet alle Mengenangaben auf. So wissen wir, wieviel wir brauchen.*
- At the onset of a new topic or theme, invite students to create a title page using symbols, words, phrases, and illustrations to display their prior knowledge and personal experiences with that topic.
- Students record one important connection they made between their personal experiences or prior knowledge and what they learned in class. They may hand it in at the end of class as an exit slip.
- Invite students to formulate key questions prior to reading or viewing a text by studying the title, illustrations, and skimming the text. Each question is placed on a large strip of paper and posted in the classroom. Students may share answers to these questions based on their predictions of the text. Students complete the activity by reading or viewing the text to find answers to their initial questions. They compare their initial predictions with the actual information in the text.
- The student looks at the title and illustrations of a text, and then quickly writes or sketches predictions and connections (Quick Write or Quick Sketch).
- Use Venn diagrams to show similarities/differences between two similar texts.

**Prior Knowledge**

*Students will be able to:*

**2.1.1** make and record connections between personal experiences, prior knowledge, and a variety of texts *(continued)*

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

- access prior knowledge?
- have sufficient prior knowledge?
- have breadth, depth, or gaps in prior knowledge?
- share personal experiences?
- explain reasons for predictions?
- make connections between/among new knowledge, experiences, and text?
- discuss connections to other oral, literary, and media texts?
- record predictions and connections?

**Checklists**

Develop a checklist based on the Focus for Assessment criteria to assess students' skills in making connections between prior knowledge, personal experiences, and variety of texts. Progress over time should be noted.

<b>Teacher Checklist</b>			
<b>Name</b>	<b>Access Personal Experience and Prior Knowledge</b>	<b>Makes Connections to Text</b>	<b>Record Connections to Text</b>

**Anecdotal Records**

Review student logs to determine whether students articulate and build upon prior experiences or knowledge.

**Learning Logs or Journals**

Review student logs to determine whether students articulate and build upon prior experiences or knowledge.

**Conferencing**

Conference with students to determine whether they can describe and build upon connections between personal experiences, prior knowledge, and a variety of texts.

**Work Samples**

Collect samples of students' work to observe links between prior knowledge and personal experiences and text (e.g., charts, log entries, title pages).

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Comprehension Strategies**

*Students will be able to:*

**2.1.2** confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When choosing a library book, students skim the cover, illustrations, and content, and then read some random passages to determine whether the book is of interest and at an appropriate reading level.
- Using a learning log, students record what they have learned by drawing pictures, writing, webbing, and jotting down key ideas.
- In a dialogue journal, one student writes an opinion about something such as gum chewing in school. Another student reads the entry in the log, adds a personal opinion, and returns the journal. The conversation continues back and forth.

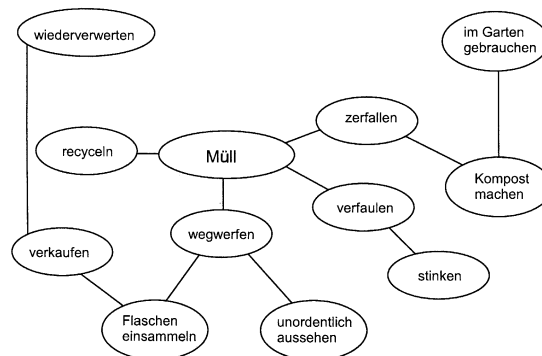
Journal entry

*Kaugummi im  
Klassenzimmer  
ist nicht schlecht.  
Es soll nicht  
verboten sein.*

Journal entry

*Das stimmt, aber  
Kaugummi unter  
dem Pult kleben soll  
verboten sein.*

- Students recognize, by sight, words associated with revising and editing text on a word processing program (e.g., *einsetzen, löschen, schneiden, kopieren, einkleben*).
- Students identify and discuss key words/concepts and add them to webs/maps as themes/topics are developed. For example:



**Comprehension Strategies***Students will be able to:*

- 2.1.2** confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading (*continued*)

**SAMPLE ASSESSMENT STRATEGIES** (*continued*)**Focus for Assessment**

Does the student:

- access prior knowledge?
- set purposes for listening, reading, viewing?
- confirm predictions by referring to text?
- adjust predictions while interacting with text?
- make and explain inferences based on text?
- draw and explain conclusions?
- reread to check and confirm understanding?
- retell main components of narrative text (setting, characters, problem or goal, and solutions)?
- retell main components of informational text (identify topic, key idea, supporting ideas, and details)?
- sequence events chronologically when retelling?
- summarize or paraphrase key ideas when retelling?
- include details in retelling that are based on text?
- demonstrate confidence in retelling?
- demonstrate enjoyment?
- use strategies to monitor own self-comprehension?

 **Checklists/Rubrics**

Create a checklist or rubric based on the Focus for Assessment criteria to note students' developing skills and strategies in making and confirming or rejecting predictions as they monitor comprehension.

 **Self-Assessments**

Students use a self-monitoring comprehension checklist to self-assess their comprehension. Completed checklists may serve as a focus for student-teacher conferences and may be included in the students' portfolios. It is important that students be familiar with the language used in the checklist.

**SAMPLE RESOURCES**

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Consider Others' Ideas**

*Students will be able to:*

**2.1.2** confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- DLTA (Directed Listening-Thinking Activity): Students predict what will happen in a story by using the title, pictures, and background knowledge to make predictions. Students silently read a set amount of pages to check their predictions. Students confirm or refute their predictions by reading sentences from the story out loud to support what they are saying. Ask what will happen next. Students continue this throughout the story as they predict, check, and confirm predictions.
- After reading a story, students respond to questions about the story in complete sentences.
- Students, working in small groups, use story maps to record key story elements as they read a story (e.g., characters, plot, setting, problem and solution—*Hauptfigur, Handlung, Problem, Lösung*). Story maps can be used to help students make and confirm predictions.
- Students are given a photocopy of a text along with a number of W-questions paired with *Wer? – blau; Wo? – grün; Was? – gelb; Warum? – rosa*. They read the text and look for cues to each question, highlighting each in a different colour. Students then compare their texts with that of a partner.

**Comprehension Strategies**

*Students will be able to:*

- 2.1.2** confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading (*continued*)

**SAMPLE ASSESSMENT STRATEGIES**
 **Response Journals/Reflection Logs**

After viewing the video, the students reflect on the process of predicting what might have occurred next as well as whether or not their prediction was correct. Students are then asked to write about their comprehension processes. These entries may be open-ended or structured according to framed sentences. Structured entries may include the following:

*Wenn ich mir einen Film ansehe, dann*

- *denke ich an gar nichts.*
- *stelle ich mir vor, ich bin die Hauptperson.*
- *frage ich mich, was passieren wird.*
- *warte ich einfach ab, was kommt.*

*Dieses hilft mir, die Handlung zu verstehen:*

- *die Musik*
- *die Gestik der Personen*
- *die Mimik der Personen*
- *die Stimmen der Personen*
- *die Beleuchtung*
- *der Kameraeinstellung*
- *die Untertitel*
- *meine Fantasie*

*Am besten verstehe ich einen Film wenn...*

- *ich ihn schon einmal gesehen habe.*
- *der Lehrer ihn anhält und erklärt.*
- *ich mich frage, was passiert ist.*

 **Conferencing**

Conference with students to assess knowledge, skills, strategies, and attitudes. Use some of the following questions to guide the conferences.

- What do you know about \_\_\_\_\_? (topic)
- Why did you choose this text?
- What was your favourite part and why?
- What predictions did you make? Did you change your mind? Why?
- What was the text about?
- What did you do when it did not make sense?
- Did you find any hard words? Show me one of them. What did you do when you met this hard word?
- What did you do when you came to a word you did not know?
- Would you recommend this text to a friend? Why?

Record students' responses. Date and include the context of the conference.



*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Textual Cues**

*Students will be able to:*

**2.1.3** use textual cues to construct and confirm meaning

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students use information in the margins of textbooks, picture captions, questions, chapter introductions, or summaries, and special features, to assist in understanding a topic.
- Have students in small groups practise locating and highlighting textual cues such as titles, headings, illustrations, etc.
- Students read a passage that has no punctuation or quotation marks. Individually, they add punctuation and quotation marks where appropriate. They then form small groups, read their punctuated passages, and discuss how the meaning of the passage changes because of the punctuation and its placement.
- When preparing a group poster presentation, students use headings to organize their information.
- Students use story maps to help them visualize and understand story elements. By completing story maps, students become better at identifying story elements.

**Textual Cues***Students will be able to:***2.1.3** use textual cues to construct and confirm meaning (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize the textual cues?
- use textual cues to construct and confirm meaning when reading?
- use textual cues to construct and confirm meaning when listening?
- use textual cues to construct and confirm meaning when viewing?
- use textual cues to enhance the meaning of the text for an audience when composing or creating text?

 **Checklists**

Develop a checklist that reflects the Focus for Assessment criteria. The context of observations should be noted, along with the date in order to determine progress over time.

 **Conferences**

Observe students' responses during individual and small group work to determine the extent of textual cues. Then conference with the students to determine, for example, how they were able to identify where punctuation and quotation marks needed to be placed. Conference questions may include:

- *Wie hast du gewusst, wohin der Komma/der Punkt kommt?*
- *Wie hast du gewusst, wohin die Anführungsstriche kommen?*
- *Welche Wörter haben dir das signalisiert?*
- *Warum benutzen Autoren solche Zeichensetzung?*

 **Portfolios/Work Samples**

Students place copies of original text on which they have highlighted textual cues in their portfolios. Examine students' written work, such as story maps, to determine their ability to use graphic organizers to construct and confirm meaning.

**SAMPLE RESOURCES**

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Cueing Systems**

*Students will be able to:*

**2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students scan their writing and circle words they do not understand. They use a dictionary to confirm meaning.
- Students add words from their reading or words with common prefixes and/or suffixes to a class scrapbook (e.g., –er means “able to”):
 

<i>Lehrer</i>	<i>Arbeiter</i>
<i>Sänger</i>	<i>Spieler</i>
<i>Lerner</i>	<i>Trainer</i>
- When reading an unfamiliar word such as “*unvergesslich*”, students look for something familiar within the word, such as a root word or compound word, or they divide the word into syllables to figure it out.
- Students talk about the strategies they use to read unfamiliar words. For example,
 

Student 1: I reread when I don’t understand.

Student 2: I look at the pictures.

Student 3: I break a word into parts.

Student 4: I sound words out.

Student 5: I skip the word, finish the sentence, then go back and try to figure it out.

Student 6: I think about where I’ve heard a word before and think of how it fits with the sentence.

**Cueing Systems**

***Syntactic Cues:*** Word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.

***Semantic Cues:*** Meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections among words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.

***Graphophonic Cues:*** Refer to sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.

***Pragmatic Cues:*** Refer to the social and cultural context, purpose, and use of language. These factors affect how the individual constructs meaning.

**Cueing Systems***Students will be able to:*

- 2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context  
(continued)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use semantic (meaning) cues to check meaning?
- use syntactic (word order) cues to decode words?
- use graphophonic (sound-symbol) cues to decode words?
- read for meaning?
- monitor and self-correct?
- demonstrate confidence when reading?
- demonstrate fluency when reading?
- attend to punctuation when reading?
- read with expression
- demonstrate enjoyment when reading?

 **Checklists**

Use checklists to observe students' use of cues to construct and confirm meaning.

<b>Strategies and Cues Checklist</b>				
Name _____		Date: _____		
Text: _____				
Student	Always	Sometimes	Never	Comment
Self-corrects				
Uses semantic cues				
Uses graphophonic cues				
Predicts unknown words				
Confirms predictions				
Rejects predictions				

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Cueing Systems**

*Students will be able to:*

**2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context  
*(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students locate unfamiliar words in the dictionary or the glossary of a book.
- Students make personal telephone lists of family and friends' names and numbers.
- Students use their knowledge of the meaning of prefixes, such as *wieder-*, *vor-*, *un-*, *bi-*, and suffixes, such as *-los* to read and understand the meaning of words such as *wiedersehen*, *vortragen*, *unglaublich*, *bilingual*, *sprachlos*.
- Students participate in a shared reading activity by either reading together with the teacher or following along. The teacher models how to use cueing systems effectively.
- Students use a picture dictionary or dictionary to confirm meaning of words encountered in new text.
- Students use the dictionary to check which spelling should be used in a sentence.
- Students keep a personal list of words they frequently misspell, and refer to it when editing their work

**Cueing Systems**

*Students will be able to:*

- 2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context  
*(continued)*

**SAMPLE ASSESSMENT STRATEGIES** **Anecdotal Records**

Observe and record students in authentic contexts to assess comprehension and determine how they integrate cues to construct and confirm meaning. Keep anecdotal records over time to help identify students' strengths and challenges and to indicate where further support is needed.

 **Miscue Analysis**

Record miscues as students read orally (one-to-one or audiotaped). Miscues are analyzed to know how effectively students use cueing systems.

 **Running Records**

Record students' oral reading behaviours as they read text, and analyze the record to determine their use of cueing systems.

 **Clozes**

The cloze procedure may be used to assess students' skills before and after listening, reading, or viewing a text.

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Experience Various Texts**

*Students will be able to:*

**2.2.1** experience texts from a variety of genres and cultural traditions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- During a class discussion on out-of-school activities, a student talks about a favourite sport, swimming, and participating in a swim meet. The student shows a newspaper article about the swim meet. Groups of students rewrite the information into different genres—news reports, advice column, how to directions, cartoon, etc. All versions are then posted for comparison.
- A student reviews a personal reading log, notices that there are many mysteries listed, and decides to read a folk tale for a change.
- Students dramatize the main events of using one student as narrator and other students as characters.

**List of Sample Written, Oral, and Multimedia Tests: Division II**

Advertisements	Diagrams	Interviews	Narratives	Reports
Adventure stories	Dictionaries	Invitations	News Reports	Role-play
Autobiographies	Drawings	Journals	Novels	Short Films
Biographies	Encyclopedia Entries	Labels	Plays	Short Novels
Brochures	Folk Tales	Letters	Poetry	Signs, Notices
Catalogues	Forms	Maps	Presentations	Simple Reports
Charts	Grammar Items	Menus	Prints	Songs
Cartoons	Graphs	Messages	Puppet Plays	Travelogues
Comic Strips	Guest Speakers	Movies	Questionnaires	Tickets
Compositions	Historical Fiction	Murals	Readers' Theatre	Times-tables
Computer software	Illustrations	Mysteries	Recipes	Schedules
Dance	Information Texts	Myths	Repetition	Websites
Debates	Instructions	Narrative Stories	Rhyme	Word-play

**Experience Various Texts***Students will be able to:***2.2.1** experience texts from a variety of genres and cultural traditions (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- choose oral, literary, and media texts from a variety of genres and cultural traditions?
- choose to read from a variety of forms, genres, and cultural traditions?
- choose to listen to a variety of forms, genres, and cultural traditions?
- choose to view text from a variety of genres and cultural traditions?
- share experiences about and responses to different forms and genres?
- sustain focused attention for independent reading, listening, or viewing?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. The checklists can be reviewed to provide feedback to students and parents and guide classroom instruction.

 **Reading Logs**

Review the students' Literacy Logs to look for patterns in book selection, and to determine whether the students are choosing a variety of oral, literary, and media texts that expand their experiences with forms, genres, and cultural traditions. Observe students demonstrating an increasing confidence in appreciating a variety of texts.

 **Self-Assessments**

Students review personal reading logs and set goals for reading a variety of genres.



*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Experience Various Texts**

*Students will be able to:*

**2.2.1** experience texts from a variety of genres and cultural traditions (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- In small groups, students discuss favourite videos about heroes and what being a hero means to them.
- A student uses email to communicate with a favourite German author and share information received with the class.
- Read several books related to the author of the month. Then the class discusses similarities and differences in characters, themes, settings, and style.
- After reading a book, a student says: “*Ich finde Millie gut. Sind da andere Millie-Bücher?*” Reply with, “*Doch. Probier’ mal Millie in London!*”
- Students rewrite the ending to a fairy tale read to the class by the teacher. At the end of a fairy tale unit, students act out the fairy tale.
- Students dramatize a scene from a story they read.
- Students read fables from around the world.
- Students examine or create the same plot in different genres or traditions (e.g., German Cinderella fairy tale versus Disney movie versus cartoon, etc.).
- Record students reading, talking about, or dramatizing their favourite part of a text. These recordings provide a tool for sharing texts in the classroom. Students may share their video recordings with their parents.
- Small groups of students choose a favourite poem and prepare a choral reading for presentation.

**Experience Various Texts***Students will be able to:***2.2.1** experience texts from a variety of genres and cultural traditions (*continued*)**SAMPLE ASSESSMENT STRATEGIES** **Conferencing**

Confer with students after having them reflect on their experiences with a variety of genres by having them respond to questions such as:

- Which of the texts stands out in your mind? Why?
- Which three texts were most interesting or enjoyable for you? How were they alike? How were they different?
- What is one thing about creative works in German?

Look for evidence that students are open to a variety of experiences, are willing to offer personal responses, and are beginning to make generalizations.

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

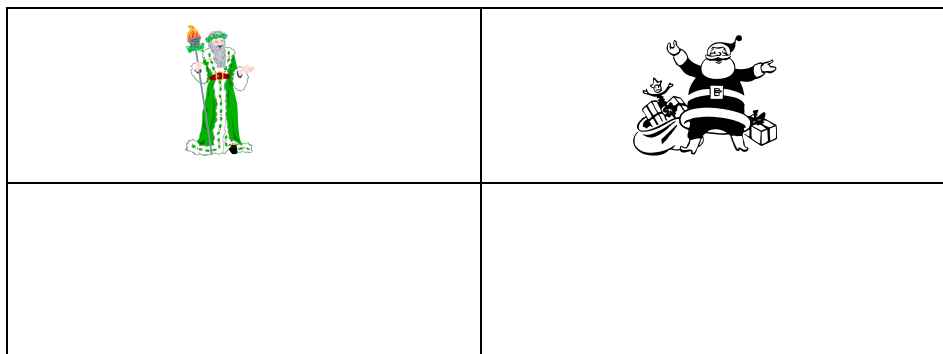
**Connect Self, Texts, and Culture**

*Students will be able to:*

- 2.2.2** identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After reading, viewing, or listening to a variety of texts, students make comments such as:
  - *Ich denke, dass . . .*
  - *Die Hauptfigur gefällt mir, weil . . .*
  - *Meiner Meinung nach . . .*
- Students select experiences referred to in reading texts for further research. They then read their reports on specific topics as if they were television reporters.
- Students create a Venn diagram comparing life in Quebec and Manitoba.
- Students draw and write a character description of Nikolaus and Santa Claus.



- Students complete a Venn diagram after listening to, reading, or viewing a text in order to compare the lead character to themselves. Assist students by working with them to draft the characteristics/qualities of the main character in the story.
- Students write to a pen pal in Germany. They tell about school and leisure time in Manitoba, and ask their pen pal questions about Germany. As a class, students compare lifestyles.

**Connect Self, Texts, and Culture***Students will be able to:*

- 2.2.2** identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify similarities between personal experiences and experiences of others in text?
- identify differences between personal experiences and experiences of others in text?
- identify how traditions in his/her life are the same as the cultural traditions in the lives of characters in text?
- identify how traditions in his/her life are different from the cultural traditions in the lives of characters in text?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Students date and record the context of all observations.

 **Response Journals**

Students will compare a character from a story or video with themselves. Provide sentence starters and vocabulary charts as language support for the activity. Students respond to questions such as “How are the challenges I face different from the challenges faced by characters in the text?”

 **Conferences**

Conference with students using work samples to determine whether they are able to identify similarities and differences between personal experiences and the experiences of others.

 **Work Samples**

Assess work samples including written work, artwork, performances, and demonstrations.

 **Pen-Pal Letters**

Look for the following evidence when editing/assessing the students’ letters to their pen pals:

- information is appropriate, relevant, and clear
- student shares information about family, school, or community
- student asks appropriate, relevant questions about the pen pal
- spelling and mechanics are accurate
- student uses a variety of vocabulary and structures reviewed in class

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Appreciate the Artistry of Texts**

*Students will be able to:*

**2.2.3** identify mood evoked by oral, literary, and media texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After listening to a story with alliteration, students choose phrases, illustrate them, and talk about how their pictures depict the chosen phrases.
- Students collect frames from comic strips, with such sound words as *Knacks! Plumps! Ssst! Zack!*, and explain how the sounds of the words and the special effects of colour, font size, and style add to the effect of the cartoon.
- Students describe their favourite cartoons in terms of what the characters look like and what they say.
- Students, working in small groups, prepare Reader's Theatre presentations, focusing on conveying emotion and mood through voice expression, background music, and sound effects.
- Display a number of pictures on the bulletin board (e.g., magazine images, book covers, etc.), and play a series of musical clips. Students select the picture that best matches the mood of the music. Students then brainstorm descriptive language that also matches each mood.
- Students create a collage to illustrate a favourite poem. They highlight all examples of figurative and descriptive language in the poem.
- Students view a familiar video story and identify such specific features as long-shot for the setting, close-up for dialogue, cut/fade for change of setting, and voice-over for narration.

**Appreciate the Artistry of Texts***Students will be able to:***2.2.3** identify mood evoked by oral, literary, and media texts *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify words in text that convey mental images and mood?
- identify images and the mood they create?
- identify sounds and the mood they create?
- identify movement and the mood it creates?
- identify non-verbal cues and the mood they create?
- discuss reasons for choices?
- recognize how an author or director creates an intended mood?
- use words, images, sound, or movement to create mood in original work?

 **Checklists/Rubrics**

Invite student input in creating checklists and rubrics based on the Focus for Assessment criteria.

 **Anecdotal Records**

After practicing identifying descriptive and figurative language with sentence frames, use new sentence frames for students to complete in order to assess their ability to share personal responses to descriptive and figurative language in oral, literary, and media text. Make note of observations on self-stick notes.

 **Conferencing**

Assess students' skills in identifying and using figurative language. Provide students with individual mini-lessons based on observation and discussion of student work.

 **Work Samples**

Examine completed collages, poetry, and other work samples to determine to what extent students are identifying and using descriptive and figurative language.

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.3** Understand Forms and Techniques

Specific Outcome

**Forms and Genres**

*Students will be able to:*

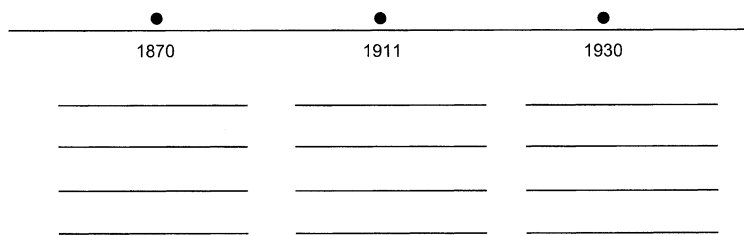
**2.3.1** distinguish similarities and differences between various oral, literary, and media forms and texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After viewing group presentations on geographic regions of Manitoba, students identify similarities and differences in the presentations (e.g., use of overheads, charts, pictures, different speakers).
- Students list and discuss the characteristics of a variety of texts, such as:

Sachbücher	Films	Zeitschriften

- Students read poems and then illustrate them and chart similarities and differences.
- Students make pictorial storyboards of the main events in a story or book.
- A student sketches a map to show a friend how to get to a destination.
- Students create a timeline to depict the main events in Manitoba’s history.



- After a fairy tale unit, groups choose a medium to present their favourite fairy tale (e.g., play, big book, comics on overheads, video).
- Students keep a running checklist of the various forms and genres they encounter throughout the year. Periodically, students reflect in writing upon the nature of the genres and forms.
- Students view video clips of a range of ethnic dances to extract a list of common features and distinguishing elements.
- Provide students with examples of a variety of forms and genres. Students sort them by form or genre.

**Forms and Genres***Students will be able to:*

- 2.3.1** distinguish similarities and differences between various oral, literary, and media forms and texts (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize the distinguishing features of a variety of stories that were studied?
- recognize the distinguishing features of a variety of poems that were studied?
- recognize the distinguishing features of simple plays that were studied?
- recognize the distinguishing features of dances that were studied?
- recognize the distinguishing features of informational texts that were studied?
- recognize the distinguishing features of representational forms that were studied?

 **Checklists/Rubrics**

Develop rubrics that contain descriptors that identify specific elements used in assessing work samples based on the Focus for Assessment criteria.

 **Work Samples/Portfolios**

Examine students' work samples, such as their form and genre checklist and reflections, for evidence of their ability to incorporate the distinguishing features of the forms and genres they have studied. With students, discuss work samples to determine their understanding of the various forms and genres studied in class.



Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

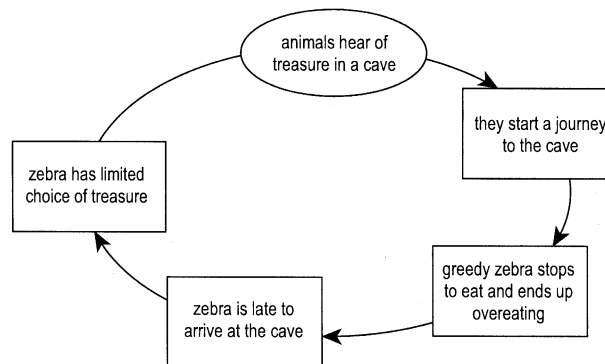
**Techniques and Elements**

Students will be able to:

- 2.3.2** explain connections between events and roles of main characters in oral, literary, and media texts; identify how these connections may influence people's behaviour

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After listening to a story, students identify the main events of the story and discuss how and why one event leads to the next. They record story events on a group chart or storyboard.



- To assist students in comparing two or more texts, provide sentence frames such as:  
*Die erste Geschichte gefällt mir besser, weil \_\_\_\_\_.*  
*Der zweite Film erinnert mich an \_\_\_\_\_.*  
*ist realistischer, weil \_\_\_\_\_.*  
*Ich mag die Hauptfiguren in \_\_\_\_\_ besser, weil ...*  
*sie realistischer*  
*freundlicher sind.*  
*hilfreicher*
- Students use a cause and effect organizer to examine overuse of *Naturschätze*.
- In groups, students discuss the reasons for a main character's actions, and then they present back to the class.  
*Der Affe hat ....., denn ..... Deshalb.....*

**Techniques and Elements***Students will be able to:*

- 2.3.2** explain connections between events and roles of main characters in oral, literary, and media texts; identify how these connections may influence people's behaviour (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify the setting in narrative text—where and when?
- retell the story including appropriate details?
- explain the role of main character in the story?
- identify the events in sequence?
- make connections between events and roles of main characters?
- list the events, steps, or key ideas in sequence in informational text?
- make connections among the events, steps, or key ideas?
- identify story elements in narrative media texts?
- identify how media texts may influence people's behaviours by informing, advertising, and entertaining?

**Work Samples**

Collect samples of sketched stories, storyboards, story frames, and reflections to check for students' ability to explain connections between characters' roles and events.

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Techniques and Elements**

*Students will be able to:*

- 2.3.2** explain connections between events and roles of main characters in oral, literary, and media texts; identify how these connections may influence people's behaviour

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students collect magazine pictures of food, and describe what makes the food look good (e.g., colour, arrangement, setting).
- Students view book and magazine covers, and discuss how they create interest and provide information about the contents of the text.
- Assess students' recall and understanding of texts by using story frames. Students complete a story frame like the one below to show their knowledge of story elements and their understanding of the relationships between important ideas and supporting details. Assess students' recall and understanding of texts by using Story Plot Frames, (Cagney, 1988).

Die Handlung kurz gefasst	
Name _____	Datum _____
Titel: _____	
In der Geschichte beginnt das Problem wenn _____	
Danach _____	
Dann _____	
Als nächstes _____	
Das Problem ist gelöst wenn _____	
Am Ende _____	

- To discuss the connections between the main characters and their roles in the plot of a text, students create a chart such as the following:

Wer? Hauptfigur	will was? Motive	macht was? Handlung
– Rotkäppchen	– ihre Oma besuchen	– geht in den Wald
– die 3 Bären	– den Brei abkühlen lassen	– gehen in den Wald
– Rotkäppchen	– das Haus untersuchen	– geht in das Haus

Discuss with students how the characters' motivation and actions drive the plot. Students brainstorm other motives and discuss how they would have altered the story.

**Techniques and Elements***Students will be able to:*

- 2.3.2** explain connections between events and roles of main characters in oral, literary, and media texts; identify how these connections may influence people's behaviour (*continued*)

**SAMPLE ASSESSMENT STRATEGIES** **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Observe students as they interact with texts to assess their ability to explain connections between events and characters in a variety of texts. Date and note the context of the observations. Refer to the checklist periodically to note progress over time.

<b>Observation Checklist (for identification and story connections)</b>					
Name: _____					
	Date: _____ Title: _____	Date: _____ Title: _____	Date: _____ Title: _____	Date: _____ Title: _____	Date: _____ Title: _____
Includes setting—tells time and place					
Names main characters					
States the main story problem					
Includes events in accurate sequence					
Explains how the problem was solved					
Describes the resolutions					
Conveys understanding of text					

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.3** Understand  
Forms and  
Techniques

**Vocabulary**

*Students will be able to:*

**2.3.3** build knowledge of words and word relationships using a variety of sources

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students learn to spell and explain a new word, and then teach it to their partner.
- Students play *Scrabble* using a timer and a German/English dictionary.
- Students complete a word list of antonyms when given one word from an antonym pair.
- Students make crossword puzzles, word searches, and word games for each other using new German vocabulary and definitions.
- Students run a competition on a weekly basis to see who can build or find the longest word. They may use magazines, dictionaries, the Internet, or other sources throughout the week to locate their weekly entry, which they may also illustrate. Chart all entries and use the chart as a basis for lessons on word formation.
- Students are provided with a text that is missing words (cloze text). Students are encouraged to discuss how the sentence structure and meaning clues help to determine a word in context. They complete the cloze passage with appropriate words.

**Techniques and Elements***Students will be able to:*

- 2.3.3** build knowledge of words and word relationships, using a variety of sources  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify homonyms?
- understand the meaning of homonym pairs and groups?
- identify antonyms?
- understand the relationship between opposites?
- identify synonyms?
- understand the relationships among words with similar meaning?
- apply knowledge in authentic literacy context?
- represent the meaning of new words?
- show enjoyment for discovering and using new and interesting words?
- show evidence of expanded vocabulary while speaking, reading, or writing a variety of texts?

 **Anecdotal Records**

Record observations to document students' developing skills in understanding and using new vocabulary and word structures.

 **Peer Assessments**

Students assess whether word games are playable, if the directions are clear, if they are fun to play, and if they helped them build their vocabulary.

 **Work Samples**

Review work samples to assess students' understanding of word structure.

 **Portfolios**

Students select work samples that demonstrate their knowledge of and enjoyment for learning new words.

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.3** Understand Forms and Techniques

### Experiment with Language

*Students will be able to:*

**2.3.4** recognize how words and word combinations such as word-play, repetition, and rhyme influence or convey meaning; recognize that exaggeration can be used to convey humour

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- When presenting a poem or a story, students focus on the arrangement or repetition of words to enhance the presentation.
- In small groups, students choose a humorous poem and prepare a choral reading for presentation. Have students focus on emphasizing the use of exaggeration in a humorous way.
- Working in pairs, students make lists of words and word combinations that are humorous, interesting, or fun to say. They share their lists with other groups.
- Groups choose from a selection of poems and learn it by memory, and then decide how they will present it to the class (e.g., alternating lines, including actions, varying volume).
- Students change a rhyming poem by substituting the rhyming words.
- Students create raps that incorporate theme vocabulary.

**Experiment with Language***Students will be able to:*

- 2.3.4** recognize how words and word combinations such as word-play, repetition, and rhyme influence or convey meaning; recognize that exaggeration can be used to convey humour (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify humour in oral text, in literary text, and in media text?
- explain how humour is created using exaggerated language?
- identify word play in oral text, in literary text, and in media text?
- identify repetition in oral text, in literary text, and in media text?
- identify rhyme in oral text, literary text, and in media text?
- identify imagery in oral text, in literary text, and in media text?
- explain the poetic effect studied?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria.

 **Rubrics**

With student input, create a rubric to assess student progress in identifying figures of speech and experimenting with words and sentence patterns to create effects. The Focus for Assessment criteria can be used to help design the rubric.

 **Portfolios**

Students choose work samples that demonstrate how they have used language to create pictures.



*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.3** Understand  
Forms and  
Techniques

**Create Original Text**

*Students will be able to:*

**2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Before writing a story, students record initial ideas about characters, setting, events, and timeline in a web, chart, or story map.
- Students jot down ideas for writing from their reading, listening, and viewing experiences.
- Students clip pictures from magazines to create a collage to accompany an autobiographical sketch or presentation.
- When writing a story, a student uses a painting of a Manitoba landscape for extra detail in the setting.
- Students choose a favourite character and write a story, including placing that character in a different setting.
- Design and write a postcard that depicts a holiday.
- Answer a Grade 1 student's letter to the *Weihnachtsmann*.
- Write a journal entry as if you were living in Manitoba during or before the Depression in the 1930s.
- Write an acrostic poem for *Muttertag*.

**Create Original Texts***Students will be able to:*

- 2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- create text according to a chosen form?
- incorporate literary techniques into original creations?
- use original language?
- demonstrate understanding of forms and techniques studied?

 **Rubrics**

Create rubrics that reflect the Focus for Assessment.

 **Self-Reflections**

Students can keep records of their choices of text through checklists. They can assess the final product.

 **Portfolios**

Portfolios, with samples of student work, provide valuable assessment information as well as opportunities for student self-reflection and self-assessment. Students choose samples of their best work to include in their portfolios. They should be prepared to explain why they chose certain work samples.

General Outcome

3

*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

**3.1** Plan and Focus

GRADE

**4**

Specific Outcome

**Use Personal Knowledge**

*Students will be able to:*

**3.1.1** categorize personal knowledge of a topic to determine information needs

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Prior to writing a winter story for a Grade 1 class, students discuss how the audience will influence their choice of vocabulary, style, and language (e.g., lots of illustrations and simple sentences).
- When preparing a presentation for the Grade 3 class about life and work in Grade 4, students identify what would be important for Grade 3 students to know and ways to make a presentation informative and entertaining.
- Students use a web, map, or KWL (WML) chart to organize personal knowledge of a subject.
- Students are presented with a partially finished graphic organizer that they complete.

**Use Personal Knowledge***Students will be able to:*

- 3.1.1** categorize personal knowledge of a topic to determine information needs  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- verbalize knowledge about a topic when accessing prior knowledge?
- categorize personal ideas and information?
- maintain topic focus?
- recognize information needs for a specific topic?
- use self-questioning to identify information needs?
- demonstrate confidence for exploring topics, assessing prior knowledge, and asking questions?

 **Checklists**

Checklists may focus on summarization or categorization skills. Date observations and note progress over time.

 **Anecdotal Records**

Make brief notes on students' abilities to access personal knowledge and categorize information needs.

 **Conferencing**

Confer with students to determine their skills in summarizing and categorizing information. Help students identify gaps in information misconceptions or areas of uncertainty.

 **Analysis of Work Samples**

Analyze work samples, such as KWL (WML) charts, webs, and Mind Maps, to assess students' ability to use them to summarize personal knowledge and experiences, and to determine information needs.

 **Portfolios**

Students select samples such as the KWL (WML) planner and other graphic organizers to show development of their personal knowledge and understanding of a topic. Samples should be dated and included with the final product.

General Outcome

3

*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

**3.1** Plan and Focus

GRADE

**4**

Specific Outcome

**Use Personal Knowledge**

*Students will be able to:*

**3.1.1** categorize personal knowledge of a topic to determine information needs  
*(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Teacher's Notes**

**Create Original Texts***Students will be able to:*

- 3.1.1** categorize personal knowledge of a topic to determine information needs  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES
 **Self-Assessments**

Students review their graphic organizers to assess their prior knowledge of a specific topic. The following questions may be used to guide students' self-assessment:

<b>Untersuchungsplan</b>	
Name: _____	Datum: _____
Thema: _____	
1. Ich habe ____ Ideen aufgeschrieben.	
2. Ich habe meine Ideen meinem Partner erklärt.	(Ja Nein)
3. Danach habe ich ____ andere Ideen aufgeschrieben.	
4. Ich habe mir die Ideen gut überlegt.	(Ja Nein)
5. Ich habe Angaben aufgelistet, die ich untersuchen will, um zu sehen, ob sie stimmen.	(Ja Nein)

*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

**Ask Questions**

*Students will be able to:*

**3.1.2** ask general and specific questions on topics, using predetermined categories

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When talking about a plant grown in class, students answer such questions as:  
*Wie oft hast du die Pflanze gewässert?*  
*Wieviel Wasser hat sie bekommen?*  
*Wieviel Licht hat sie bekommen?*  
*Wieviele Tage hat es gedauert, bis der Sprössling erschien?*
- When starting to find out about birds, students develop three to five questions under such headings as habitat, babies, enemies, food, and physical description to guide their information gathering.
- Students are given a statement such as *Schmetterlinge fliegen*. They then see how many logical questions they can form based on it:  
*Wohin fliegen Schmetterlinge?*  
*Wann fliegen...*  
*Wie/Wie oft/Warum...*
- Students create research questions for a report on their favourite animal.
- Students create questions to prepare for an interview of a classmate for Valentine's Day.
- Students receive a list of potential research questions on a range of topics, and group them into the categories of *broad* or *narrow* (e.g., *Allgemeine Fragen/spezifische Fragen*).

**Ask Questions***Students will be able to:*

- 3.1.2** ask general and specific questions on topics, using predetermined categories  
(continued)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify information needs?
- ask questions in pre-determined categories to address information needs?
- distinguish between general (broad) and specific (narrow) questions?
- refine questions following small-group discussions?
- refine questions with guidance?
- refine general and specific questions independently?

**Checklists**

Use a checklist to determine students' developing skills in asking topic-appropriate questions, and identifying and communicating information needs.

**Conferences**

Conference with students about the questions they asked on their KWL (WML) planners, surveys, etc. Guide students to ask appropriate questions for their informational needs.

**Self-Assessments**

<b>Über meine Fragestellung nachdenken</b>
Name: _____
Datum: _____
Thema: _____
Welche Angaben ich am Anfang noch nicht hatte _____
Welche Fragen ich gestellt habe _____
Welche Fragen ich am besten gestellt habe: _____
Diese Frage war besser gestellt als meine anderen Fragen weil:
<input type="checkbox"/> sie spezifischer war.
<input type="checkbox"/> sie allgemeiner war.
<input type="checkbox"/> sie witzig war.
<input type="checkbox"/> sie ungewöhnlich war.
<input type="checkbox"/> sie mich in neue Themenfelder gebracht hat.
<input type="checkbox"/> sie sich nur auf mein Thema bezogen hat.
<input type="checkbox"/> sie mir geholfen hat, am meisten zu lernen.
<input type="checkbox"/> _____



General Outcome

3

*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

3.1 Plan and Focus

GRADE

4

Specific Outcome

**Participate in Group Inquiry**

*Students will be able to:*

**3.1.3** identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Groups choose a Manitoba landscape and prepare questions for a group research report.
- Groups of students create a pet information booklet by choosing relevant topics (e.g., feeding, training).
- Students form an inside and an outside circle. Pose one question and then partners share ideas. Then one circle moves one place so that the partners change and information is shared again, but with a new partner.
- When a topic for inquiry is chosen, students do a “free write” exercise in which they write non-stop about anything they know related to the topic. In small groups, students collect their background knowledge on self-stick notes. Then invite students to contribute to a large class web by suggesting cluster headings to be written on the board. Students then stick their pieces of background knowledge in the appropriate places as they share their knowledge. Take an inventory of gaps in the class and communal knowledge.

**Participate in Group Inquiry***Students will be able to:*

- 3.1.3** identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- focus on a topic?
- discuss personal knowledge about the topic?
- generate possible categories of questions?
- generate questions for group inquiry?
- understand the stated purpose of group inquiry?
- work collaboratively with peers to share skills while categorizing and ranking questions for group inquiry or research?

 **Checklists**

Record observations on a checklist based on students' abilities to share personal knowledge and ideas for topics with classmates. Date and include the context of each observation, and use the data to inform instruction.

 **Conferences**

Conference with students to discuss their contributions to group discussions and participation in class activities such as the Class Web or Inside/Outside Circle.

 **Self-Assessments**

Students assess their contributions and participation in group inquiry, and reflect on their group interactions following an activity.

<b>Über Gruppenarbeit nachdenken</b>	
Name:	_____
Datum:	_____
Untersuchungsthema:	_____
Gruppenmitglieder:	_____
1. Was war mein bester Beitrag zur Gruppendiskussion?	
Vorschlag:	_____
Idee:	_____
Frage:	_____
Tätigkeit:	_____
2. Warum war das mein bester Beitrag?	
3. Was ich von meiner Gruppe gelernt habe:	
4. Eine Frage, die mir später eingefallen ist:	
5. Was ich beim nächsten Mal besser machen kann:	

Students will listen, speak, read, write, view, and represent in German manage ideas and information.

### Participate in Group Inquiry

Students will be able to:

3.1.4 select and use a plan for gathering information

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use webbing as a means to gather information about where to get information (e.g., *Wo findet man Information über Schokolade*).



- Students prepare an animal report by:
  - using a “What information do I need?” checklist
  - making a “Where do I look for?” data list
  - preparing a timeline and recording progress (“we did \_\_\_\_\_”)
- A student reminds the group that they cannot print a whole website, and refers to a chart that has been prepared by the class on taking notes from a screen.

**Participate in Group Inquiry***Students will be able to:***3.1.4** select and use a plan for gathering information (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- discuss the various plans for conducting inquiries that have been taught?
- select an appropriate plan for the intended project?
- follow a plan for locating and recording information?
- follow the inquiry timeline independently?
- require assistance to follow the inquiry timeline?

 **Checklists**

Develop a checklist to assess students' skills in using a variety of strategies for gathering information and selecting an appropriate strategy for recording information.

 **Conferences**

Conference with students to discuss which strategies they have chosen to gather and record information.

*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

**Participate in Group Inquiry**

*Students will be able to:*

**3.1.4** select and use a plan for gathering information *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students look for key words when gathering information on a topic and record them on a graphic organizer such as a web.
- Through discussion, students develop a list of places where information on a topic could be located. They display the list for future reference. For example,
  - books/encyclopedias/magazines (secondary)
  - Internet websites
  - interviewing community members (primary)
  - DVDs (secondary)
  - field trips
- Students use various types of organizers to record ideas and display them, and discuss situations where they can be used.
- Students talk about how they can find out about their community in the past:
  1. *Schüler: Ich kann meine Oma fragen. Sie wohnt schon lange hier.*
  2. *Schüler: Ich habe in der Bibliothek Bücher gesehen.*
  3. *Schüler: Vielleicht können wir eine historische Stätte besuchen.*
- Have students complete exit slips at the end of each inquiry session. The Inquiry Exit Slip may include a reflection about what was accomplished, as well as plans for what will be done during the next inquiry session.

**Ausgangszettel**

Name: \_\_\_\_\_ Datum: \_\_\_\_\_

Heute habe ich Folgendes geschafft:

\_\_\_\_\_

In der nächsten Untersuchungsstunde werde ich:

\_\_\_\_\_

\_\_\_\_\_

GRADE

4

Specific  
Outcome

**Participate in Group Inquiry**

*Students will be able to:*

**3.1.4** select and use a plan for gathering information (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**

General Outcome

3

*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

3.2 Select and Process

GRADE

4

Specific Outcome

**Identify Personal and Peer Knowledge**

*Students will be able to:*

**3.2.1** record, select, and share personal knowledge of a topic to focus inquiry or research

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students use dialogue journals to communicate with peers, parents, or teachers to explain information they acquired during a listening, reading, or viewing activity. The selected partner responds to the ideas and information the journal writer has expressed.
- Students view a video and share three facts gleaned from their viewing with the rest of the class. Each student poses one question.
- Students use the front of file cards to record everything they know about a topic (one item per card). Tell them they will be placed in groups of four. The group will be allowed to present no more than 10 facts. Prior to joining any group, each student selects his or her “best” facts. On the back of each file card, students write a statement explaining why they have chosen to select or not to select each fact.

**Identify Personal and Peer Knowledge***Students will be able to:*

- 3.2.1** record, select, and share personal knowledge of a topic to focus inquiry or research *(continued)*

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- access personal knowledge to focus on topics under study?
- share personal knowledge that focuses on topics under study?
- record personal knowledge that focuses on topics under study?
- listen to others?
- show respect for the knowledge of others?
- recognize when misinformation has been included?
- research to correct misinformation?

 **Checklists**

Develop a checklist from the Focus for Assessment criteria. Date and record the context of all observations.

 **Conferencing**

Conference with students about work in progress to determine how students select, record, and share personal information.

 **Journals**

Respond to students' dialogue journals or inquiry notebooks to help them clarify concepts and topics.

 **Portfolios**

Use work samples to determine whether there is progress in students' abilities to identify and share personal knowledge on a topic.

 **Work Samples**

Work samples provide a range of recording methods that students use.



*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

**Identify Sources**

*Students will be able to:*

**3.2.2** answer inquiry or research questions, using a variety of information sources

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students use such resources such as nature magazines, children's encyclopedias, and the teacher to find out about a topic such as bison.
- Prior to a field trip, the students write research questions on cards and answer these on the back of the card during or after the trip.
- Students create a *PowerPoint* presentation on Quebec using the German *Encarta* encyclopedia on CD-ROM.
- Through class discussion, students develop a list of places where information on pioneers could be located (e.g., library, Internet, museums, resource people, family members, etc.). This list is displayed in the classroom for future reference.
- Students prepare a checklist of each type of information source they brainstormed (see 3.1.4). Each time they access a different type of source, they check it off.
- Invite students to record personal knowledge of a topic on a graphic organizer, and review the information to determine their information gaps. Students, with teacher guidance, are asked to generate interview questions they will ask their peers to help fill these gaps. Students work in pairs or small groups to interview peers.
- Students use research cards when gathering information on a topic under study. Invite students to brainstorm a list of inquiry questions. Each student writes one inquiry question on a research card. They record the source on the front of the card and the information they found to answer the question on the back. Students work in pairs to complete research cards and share their findings with other pairs in small groups.
- Prepare a sheet with excerpts from and/or the titles of a range of sources. Students categorize these as being either primary or secondary (*Primärtext oder Sekundärliteratur*).

**Identify Sources***Students will be able to:*

- 3.2.2** answer inquiry or research questions, using a variety of information sources  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify primary sources?
- identify secondary sources?
- identify several oral, literary, and media sources?
- use a variety of sources independently to answer inquiry or research questions?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria to document students' developing skills in accessing information in German, using a variety of sources.

 **Conferencing**

Conference with students about the sources they used to answer their inquiry or research questions. Encourage and coach the students to use a variety of sources. Conference with the students individually during each step of the inquiry process. Review the field trip research cards to determine whether students are acquiring information on excursions.

 **Self-Assessments**

Students reflect on their progress in using a variety of sources when accessing information in German on a specific topic. They complete the following information sheet to show the progress of their inquiries.

<b>Was ich weiß/Was wir wissen</b>	
Name: _____	Datum: _____
Was wir gelernt haben: _____	
Wie wir es gelernt haben: _____	
Was wir jetzt damit machen können: _____	
_____	

 **Portfolios**

Students choose work samples such as Research Cards and notes and questions recorded after field trips for their portfolios. These samples, along with completed projects, show work in progress.

*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

**Evaluate Sources**

*Students will be able to:*

**3.2.3** review information to determine its usefulness to inquiry or research needs

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- A student looks for books on yearly celebrations in pioneer times. The books only tell about the origin of the celebration so the student asks a great-grandparent if she or he remembers attending such celebrations.
- A student finds books about bats in the school library while researching the habitats of bats. The table of contents in one book indicates North American bats. The student consults other books to find out if bats are found in other places in the world.
- A student is looking for information on the different kinds of webs that spiders make. The student locates a chapter on “Spider Webs” in one book, turns to that section, and finds the information is not as detailed as expected. The student then consults another book.
- Invite students to assist in developing a checklist that will be used to determine the effectiveness of resources for researching. For example,
  1. The resource contains maps and graphs that are useful.
  2. I can understand the text.
- Make and post a classroom chart to help students choose appropriate sources. Instruct and guide students as they use the chart for gathering information. Students use individual copies to help them select relevant sources.

**Kriterien zur Bewertung von Informationsquellen**

Wer hat den Text geschrieben? (Laien? Experten?)  
 Wo wurde er herausgegeben? (im Inland? im Ausland?)  
 Wer hat ihn herausgegeben? (eine Privatperson? ein Verlag? eine Firma?)  
 Enthält er Abbildungen?  
 Enthält er Schaubilder?  
 Enthält er eine Quellenangabe?  
 Enthält er Texthilfen? (Erklärungen? Überschriften?)  
 Ist der Inhalt überschaubar?  
 Kann man den Inhalt gut verstehen?

**Evaluate Sources***Students will be able to:*

- 3.2.3** review information to determine its usefulness to inquiry or research needs  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use the criteria established for evaluating sources?
- self-question to determine appropriateness of sources?
- discard inappropriate sources?
- differentiate between suitable and unsuitable information?
- assess a variety of sources of information?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Observations should be dated and the context recorded. Use collected data to guide instruction.

 **Small Group Conferences**

Conference with small groups of students to assess the students' skills in determining the usefulness of information sources for inquiry, using pre-established criteria. Observations are dated and the context of the observation is recorded to determine progress over time.

*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

**Access Information**

*Students will be able to:*

- 3.2.4** use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Make an overhead of the Table of Contents from a non-fiction book, and review necessary vocabulary (e.g., *Inhaltsverzeichnis, Vorwort, Vorbemerkung, Hinweise, Überblick, Kapitel, Teile, Bibliographie, Literaturhinweise, Anlagen, Sachregister, Stichwortverzeichnis*). The class can discuss what information would be found and what would not be found or on what page specific information could be found.
- Students discuss information sources to learn about space and decide whether it would be best to learn about space from a documentary rather than a movie.
- Students use the table of contents to determine where to look for information about teepees.
- Students scan headings in the encyclopedia article about bison to find information on their young.
- Students look at pictures, diagrams, graphs, headings, and sub-headings to determine text content. During read-aloud or shared reading sessions, lead discussions about why captions, diagrams, or pictures are included in the text, and whether the information presented is appropriate and accurate. Verbalize your thinking to model how information in pictures, diagrams, headings, and subheadings are used.

**Access Information**

*Students will be able to:*

- 3.2.4** use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the following tools to access information?
  - indices
  - maps
  - atlases
  - charts
  - glossaries
  - card or electronic catalogues
  - dictionaries
  - visual cues such as headings and sub-headings
  - auditory cues such as volume, repetition, pacing, music
  - multiple sources

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Observations should be dated and the context recorded. The data should be used to guide instruction.

General Outcome

3

*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

3.2 Select and Process

GRADE

4

Specific Outcome

**Access Information**

*Students will be able to:*

**3.2.4** use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Invite students to practise using the table of contents, guide words, headings, labels, diagrams, captions, and the index in a Treasure Hunt game. Students participate in the game by working in small groups or in pairs to locate information to answer questions. Questions may include:
  - *Auf welcher Seite fängt das Märchen “Rotkäppchen” an? Welches Kapitel erzählt über Indianer?*
- Students gather commonly appearing computer icons and organizational conventions. They reflect on their effectiveness in a Reflection Log. Students may also compare such icons and conventions on German versus English or French websites.

**Access Information***Students will be able to:*

- 3.2.4** use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas (*continued*)

**SAMPLE ASSESSMENT STRATEGIES**
 **Self-Assessments**

Students complete a self-assessment questionnaire to determine their own skills at using visual cues to locate and gather information and ideas. Possible statements could be: “I use information from pictures.” “I use headings and sub-headings to determine what the text is about.”

<b>Locating and Gathering Information Self-Check</b>				
	<b>Super</b>	<b>Okay</b>	<b>Not Yet</b>	<b>Comments</b>
I use the computer catalogue to find the call number of books.				
I locate books on the shelves.				
I use the table of contents to find my topic.				
I use an index to find my topic.				
I use information from diagrams.				
I use information from maps.				
I use information from pictures.				
I use guide words to help me locate my topic.				
I find and use signal words in the text to help me gather information.				
I use search engines to help me find information on the Internet.				
I use the computer catalogue to find the call number of books.				



*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

**Make Sense of Information**

*Students will be able to:*

- 3.2.5** determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students are given copies of the same encyclopedia entry. They are instructed to highlight main and supporting ideas in two different colours. A copy of the entry is projected and, as a class, the decisions are discussed.
- Students become an “expert” in one area of a topic by reading and discussing it in a group. Each group member then moves to another group to “teach” their area and “collect” information from the other experts.
- Have students view a video or listen to a story and stop it at a crucial point near the beginning. Students write their prediction of the main idea. At the end of the video/story, students discuss prediction.
- Invite students to share their prior knowledge on a topic of interest. Read aloud a short informational passage on this topic. Model using the Herringbone Map to help students identify the main ideas. Students work in small groups to complete maps.
- Two students role-play a telephone conversation using a prepared script. With direction, classmates discuss the gist of the conversation and decide on the main idea.
- Students watch an animated cartoon with the sound turned down. They are told in advance to look for the main problem and any subordinate details. After the viewing, students share their interpretations.
- Students practise basic outlining techniques as they note main ideas of a text and indent the supporting ideas beneath them.
- Students compare two types of organizers and their application to a given text. They discuss which one best illustrates the relationship of the main and supporting ideas.

**Make Sense of Information***Students will be able to:***3.2.5** determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- access prior knowledge to make predictions?
- connect prior knowledge to new learning?
- make inferences based on prior knowledge ?
- identify main ideas?
- identify supporting ideas?
- identify supporting details?
- use mapping skills to visually illustrate relationship between main and supporting ideas?
- use auditory cues to determine main and supporting ideas?

 **Checklists**

Create checklists based on the Focus for Assessment criteria to determine students' skills in determining the main idea. Date and record the context of the observations to determine progress over time. Use the data to inform instruction.

 **Conferences**

Conference with students as they use sources to research information for answering inquiry questions. During the conference, determine whether students are able to identify the main idea in the texts they are using, and provide positive feedback and guidance during the conference.

*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

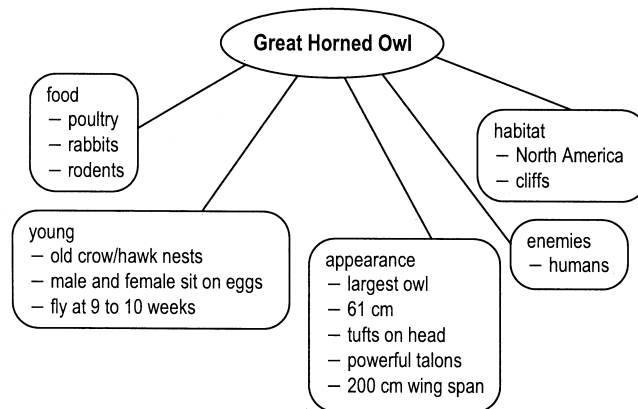
**Organize Information**

*Students will be able to:*

**3.3.1** organize information and ideas in logical sequences, using a variety of strategies

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students decide which way to organize information on changes to the environment in Manitoba—by geographic regions or by natural resources.
- Students record information in categories on a semantic map/web in tables, flow charts, or other graphic organizers (see Appendix D).



- Students create a class calendar of events for each month and post it on a bulletin board.

**Organize Information***Students will be able to:*

- 3.3.1** organize information and ideas in logical sequences, using a variety of strategies  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- organize information and ideas in logical ways?
- use a variety of graphic organizers to organize ideas?
- explain the organizational pattern chosen?

 **Checklists**

Develop a checklist based on the observation criteria.

 **Conferences**

Conferences provide opportunities to discuss specific organizational techniques and strategies with students on an individual basis.

 **Work Samples**

After students have had ample opportunity to practise using a variety of graphic organizers to gather and organize information and ideas, collect work samples to assess students' abilities. Review completed charts, maps, and webs.

 **Portfolios**

Students select work samples that provide evidence of their use of graphic organizers to categorize and present ideas and information gathered to answer inquiry questions. Assist students in choosing appropriate graphic organizers. Work samples should be dated to show progress over time.

 **Anecdotal Records**

Record observations and examples of how students organize ideas and information using a variety of strategies.

Students will listen, speak, read, write, view, and represent in German manage ideas and information.

3.3 Organize, Record, and Assess

Specific Outcome

### Organize Information

Students will be able to:

**3.3.1** organize information and ideas in logical sequences, using a variety of strategies (continued)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- After students have had ample opportunity to practise using a variety of graphic organizers to gather and organize information and ideas, collect work samples to assess students' abilities. (See Appendix D for sample graphic organizers.)
- Students compare and contrast various food items by using a number of graphic organizers including a *Kreuztabelle*.

	vitaminreich	proteinhaltig	leicht mitzubringen	nicht klebrig
Vorteile			✓	
Imbissorten			✓	
Apfelsine	✓		✓	✗
Apfel	✓		✓	✓
Rosinen			✓	✓
Chips			✓	✓
Nüsse		✓	✓	✓
Wassermelone			✗	✗

GRADE

4

Specific  
Outcome

**Organize Information**

*Students will be able to:*

**3.3.1** organize information and ideas in logical sequences, using a variety of strategies  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**

*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

**Record Information**

*Students will be able to:*

**3.3.2** record facts and ideas, using a variety of strategies; list authors and titles of sources

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students record key words and phrases about each subtopic of their research project on narrow strips of paper or self-stick notes.
- Students collect and record information on lifestyle in Quebec under such headings as *Mahlzeiten, Freizeit, Sport, Kleidung, Feiertage, Sprachgebrauch*.
- After viewing a video, students web and illustrate the main and supporting details from the story.
- Students write a bibliography for their animal reports using a template.
- Students use self-stick notes or file cards on which to record important information about an animal they are researching.
- Students record information on colour-coded strips of paper while researching animals (e.g., all information about food is on green paper).
- Students receive a scrambled collection of facts and opinions. They categorize them into the groupings of *Tatsachen* and *Meinungen*.

**Record Information***Students will be able to:***3.3.2** record facts and ideas, using a variety of strategies; list authors and titles of sources *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify key words, phrases, and images?
- make notes of key words, phrases, and images by sub-topics?
- use a variety of organizers to group key-word notes?
- cite authors?
- cite titles of sources?
- arrange sources alphabetically?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria.

 **Conferences**

Conference with students to discuss how their note-taking methods suit their inquiry or research projects. Ask the students why they chose a particular organizational method for their notes. Use the students Reflection Logs to discuss match between the questions posed and the notes compiled to answer them.

**SAMPLE RESOURCES**

Nicol, Eric. *History of Canada*. David Hackett, Montreal, 1959.

Leacock, Stephen, National Library of Congress.



General Outcome

3

*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

GRADE

4

Specific  
Outcome

**Record Information**

*Students will be able to:*

**3.3.2** record facts and ideas, using a variety of strategies; list authors and titles of sources (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students examine and respond to a series of preposterous statements presented as fact by humourists such as Canadians Eric Nicol, Stephen Leacock, and others. Students determine that humourists are not the most reliable sources of information.

**Record Information***Students will be able to:*

- 3.3.2** record facts and ideas, using a variety of strategies; list authors and titles of sources *(continued)*

## SAMPLE ASSESSMENT STRATEGIES

 **Portfolios/Self-Assessments**

Students select samples of their notes along with completed projects. They include a self-reflection sheet explaining why they chose a particular piece of work. Work samples should be dated to show progress over time. An example self-reflection sheet may include the following:

<b>Notizen machen—Selbstbeurteilung</b>	
Name:	_____ Datum: _____
Projekttitel	_____
1.	Wie ich Notizen gemacht habee: – in Stichpunkten, der Reihe nach – in Stichpunkten, mit Überbegriffen – in Tabellenform – in Igelform – gar nicht
2.	Dann habe ich die Information so geordnet: – in Tabellenform – als Flussdiagramm – in Igelform – in Kreisform – auf Kärtchen – gar nicht. Ich habe mein Projekt geschrieben, ohne vorher die Informationen zu ordnen
3.	Auf diese Leistung bin ich stolz: _____
4.	Das kann ich verbessern: _____

*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

**Evaluate Information**

*Students will be able to:*

**3.3.3** examine collected information to identify which categories or aspects of a topic need more information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After collecting information for a poster about the four families of an orchestra, students realize that they need more examples of brass instruments. They check to see where their picture of a saxophone should go.
- In a journal, students use sentence stems, such as
  - *Ich brauche mehr Information über...*
  - *Ich frage mich warum/wie...*
- Students review group jot notes recorded on the whiteboard, delete repeated facts, decide if there is sufficient information, and use the notes to write an outline, followed by a report.
- Students use the 5 Ws to determine whether information provided is complete.
- Students, working in small groups or pairs, collect information on jot notes, information cards, or research cards. They read and think about their questions as they sort the information into three possible categories: information that is irrelevant, information that is suitable, and information that may be useful at a later time.

**Evaluate Information***Students will be able to:*

- 3.3.3** examine collected information to identify which categories or aspects of a topic need more information (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- organize information into categories?
- identify gaps in information?
- seek appropriate information to fill the gaps?
- delete irrelevant information?

 **Checklists**

Observe and assess students' skills in deciding whether information gathered is suitable and sufficient to answer inquiry questions. Data should be dated and the context of the observation recorded. Review the data to inform instruction.

 **Conferences**

Conference with students to discuss students' work in progress. Ask questions about the suitability of the information collected, and provide feedback and guidance.

*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

**Evaluate Information**

*Students will be able to:*

**3.3.3** examine collected information to identify which categories or aspects of a topic need more information (*continued*)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use a Research Checklist for self-assessment to determine information needs during the research process to assess the research experience and skills. In a journal, students use sentence stems, such as

<b>Informationssuche—Schülercheckliste</b>	
Name _____	Datum _____
Untersuchungsthema _____	
<b>Planung</b>	
<input type="checkbox"/>	Ich habe das Thema verstanden.
<input type="checkbox"/>	Ich habe Fragen zum Thema gestellt.
<input type="checkbox"/>	Ich habe einen Plan entwickelt.
<b>Angaben sammeln</b>	
<input type="checkbox"/>	Ich habe Informationsquellen aufgelistet.
<input type="checkbox"/>	Ich habe Informationen gefunden.
<input type="checkbox"/>	Ich habe die besten Quellen gewählt.
<b>Notizen machen</b>	
<input type="checkbox"/>	Ich habe Informationen kurz notiert.
<input type="checkbox"/>	Ich habe die Angaben in eigenen Worten formuliert.
<input type="checkbox"/>	Ich habe die Angaben kategorisiert.
<input type="checkbox"/>	Ich habe nur die besten Angaben behalten.
<input type="checkbox"/>	Wo Angaben gefehlt haben, habe ich weitergesucht.
<b>Über meine Arbeit nachdenken</b>	
<input type="checkbox"/>	Ich habe meinen Plan durchgeführt.
<input type="checkbox"/>	Ich habe meine Fragen beantwortet.
Ich habe diese neuen Fähigkeiten gerlernt:: _____	
Beim nächste Mal werde ich: _____	

**Evaluate Information***Students will be able to:*

- 3.3.3** examine collected information to identify which categories or aspects of a topic need more information (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES
 **Inquiry Checklists**

Model how to complete an inquiry checklist with the class.

<b>Informationensuche—Gruppencheckliste</b>	
Name: _____ Datum _____	
Planungsprozess	<input type="checkbox"/> Wir haben unser Thema verstanden. <input type="checkbox"/> Wir haben etwas im Voraus gewusst. <input type="checkbox"/> Wir haben gute Fragen gestellt. <input type="checkbox"/> Wir haben einen Plan entwickelt.
Materialiensammlung	<input type="checkbox"/> Wir haben unsere Quellen gefunden. <input type="checkbox"/> Wir haben die besten Quellen herausgesucht und gebraucht. <input type="checkbox"/> Wir haben unsere Auskunft gesammelt. <input type="checkbox"/> Wir haben die Informationen sortiert. <input type="checkbox"/> Wir haben die Fragen beantwortet. <input type="checkbox"/> Wir haben unsere Ergebnisse notiert. <input type="checkbox"/> Wir haben neue Fragen entwickelt und notiert.

*Students will listen, speak, read, write, view, and represent in German manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

**Develop New Understanding**

*Students will be able to:*

- 3.3.4** use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students create a checklist with headings such as “*Was hast du neu gelernt?*”
- Students create a mind web with new information on a topic.
- Students peer edit their report on *Indianer der Ebene* to check for understanding.
- Students use a class-developed set of criteria to evaluate their own research skills. For example:

<b>Untersuchungen durchführen—Selbstbewertung</b>	
	Ja / Nein
1. Ich habe mehr als eine Quelle benutzt.	
2. Ich habe Antworten auf alle meine Fragen gefunden.	
3. Ich habe alle Fragen mit eigenen Worten beantwortet.	
4. Ich habe meine Ergebnisse auch graphisch dargestellt.	
5. Ich habe Titel, Autoren, usw. in meiner Quellenangabe vollständig aufgelistet.	
Bei der nächsten Untersuchungsaufgabe werde ich:	
_____	
_____	
_____	
_____	

**Evaluate Information***Students will be able to:*

- 3.3.4** use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content  
*(continued)*

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- choose a plan to guide inquiry?
- gather information from a variety of sources?
- answer questions with sufficient information?
- use graphic organizers to visualize information?
- organize information clearly?
- note gaps in information?
- integrate new knowledge based on information gathered?
- raise new questions bases on inquiry?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria.

 **Student Self-Assessments**

Students rates themselves on the following points:

- I gathered information on a variety of sources.
- I answered questions with sufficient information.
- I used graphic organizers to visualize information.
- I raised new questions.



General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.1 Generate and Focus

GRADE

4

Specific Outcome

**Generate Ideas**

*Students will be able to:*

**4.1.1** generate and contribute ideas on particular topics for oral, written, and visual texts, using a variety of strategies

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Give students a question to be answered after a passage is read to them. Students discuss the passage and answer the question.
- Student groups create a role-play in German after viewing and discussing a picture prompt.
- Students give a “book talk” on their current German free-reading book.
- Students write notes while viewing a German video (e.g., a German tourist video is shown on Canada). Students make notes on the Manitoba and Quebec sections.
- Students jot key words and phrases in point form on strips of paper or cards as they read and listen.

**Generate Ideas***Students will be able to:*

- 4.1.1** generate and contribute ideas on particular topics for oral, written, and visual texts, using a variety of strategies (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- demonstrate fluency in generating ideas?
- note key words and phrases?
- visually represent ideas to focus topic?
- choose ideas and information relevant to the topic?
- group information appropriately?
- use an informational text frame appropriately?
- use pictures or diagram frames to record important ideas and information?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria in order to observe students' skills in generating ideas on specific topics. The data are then used to provide feedback during conferencing.

 **Conferences with Work Samples**

Use student work samples and observations to provide feedback regarding students' skills in generating and contributing ideas.

**SAMPLE RESOURCES**

German language video on Canada from Coles Books.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Choose Forms**

*Students will be able to:*

**4.1.2** use a variety of forms for particular audiences and purposes

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students choose to recreate a favourite fairy tale after the fairy tale unit. They use a skit, big book, overhead presentation, puppet play, or taped story with visuals.
- Students retell a story in a Reader's Theatre format.
- Students add text to a comic strip and then share with a group.
- Students share a *PowerPoint* presentation on their favourite animal.
- Students, in groups, present their poster on a Manitoba landscape.
- Students complete a book talk on the current book being read during *Leise Lesen*.
- Select a familiar story with a simple plot and write different forms of representation on file cards (e.g., TV commercial, sales demonstrations, CD cover, cartoon, grocery store till slip, pamphlet, assembly instructions, etc.). Each group draws a card and represents the plot of the story in the particular form written on the card.
- Sample Forms

## Diary Entry

The Great Blizzard of April, 1997

Friday, April 4, 1997

Today was the day that I would finally get my cast off. Me—Karen, Mom, Dad, and Jack were on our way to the hospital. Once we were finished there we would be on our way to Grand Forks. My Uncle B., Auntie D., Lindsay, and Evan were also going with us. We finally got to Winnipeg to pick them up and then we were on our way. We stopped in Emerson and got Mondetta sweatshirts because they were on sale. When we got to the Holiday Inn in Grand Forks, we dropped off our bags and went shopping. When we came back we went swimming in the pool. Jack got hit in the head with the beach ball. Got room service pizza. Our parents went out for supper. Lindsay and I had to babysit the two brats; Evan and Jack. We watched MTV for a while and then went to bed. I got the cot. Jack had to sleep with Mom.

**Choose Forms***Students will be able to:***4.1.2** use a variety of forms for particular audiences and purposes (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- discuss various forms and their intended purposes?
- consider the audience’s needs?
- select appropriate forms for various audiences and purposes?
- use of a variety of oral, literary, and media forms?
- change oral, written or media text into other forms (e.g., change a story into reader’s theatre, change a mural into an oral story)?
- present various forms to audiences throughout the year?

**□ Checklists**

Develop criteria for various forms, and observe students as they select the best method to communicate their message for particular audiences. The focus for observation for a variety of forms is listed below:

## i. Narratives

Observe students’ abilities to select and use one of the story planners studied in class. The story frame chosen may be used to assess students’ writing of these forms.

## ii. Reports

Does the student:

- include an introduction?
- present the main idea clearly and precisely?
- relate supporting ideas to the main idea?
- include details that explain the ideas?
- include a conclusion?

## iii. Reader’s Theatre

Does the student:

- use appropriate voice intonation to portray character?
- use appropriate voice volume?
- limit movement to simple gestures?

## iv. Murals

Does the student:

- highlight main ideas visually?
- sequence according to outlines or notes?
- include specific details?

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Choose Forms**

*Students will be able to:*

**4.1.2** use a variety of forms for particular audiences and purposes (*continued*)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Sample Forms.

## Smoking Survey

We are conducting a survey for all Grade 6 students in school about cigarette smoking. We would like you to answer the following questions. You don't have to put your name on the sheet. Just answer the questions honestly according to your own experience and what you know.

1. Do you know the effects of smoking? If so, name three.

\_\_\_\_\_

\_\_\_\_\_

2. Why do you think teenagers smoke?

\_\_\_\_\_

\_\_\_\_\_

3. How many cigarettes do you think are smoked by teenagers on a daily basis? \_\_\_\_\_

4. What percent of teenagers do you think have tried smoking?

a) about 25%                      c) about 75%

b) about 50%                      d) about 100%

5. What percentage of teenagers do you think smoke on a regular basis?

a) about 25%                      c) about 75%

b) about 50%                      d) about 100%

6. Have you been pressured to try smoking? \_\_\_\_\_

7. Please circle: I am:    male                      female

**Choose Forms***Students will be able to:***4.1.2** use a variety of forms for particular audiences and purposes (*continued*)**SAMPLE ASSESSMENT STRATEGIES** **Rubrics**

With students, develop rubrics that describe different levels of performance related to the criteria for each assignment.

 **Portfolios**

Students choose pieces they have composed in a variety of text forms for a variety of audiences. Students are encouraged to include sample planners with their final work.

 **Self-Assessments/Peer Assessments**

Have students work in groups to create a form. Ask each group to agree on three or four criteria they will use for self- and peer assessment. For example, students might focus on the following:

- participation
- openness to new or different ideas
- creativity
- attention to detail

They could keep these assessments in journals, portfolios, or learning logs.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Choose Forms**

*Students will be able to:*

**4.1.2** use a variety of forms for particular audiences and purposes (*continued*)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Sample List of Text Forms

**Written Texts**

Advertisements  
 Biographies and autobiographies  
 Brochures, pamphlets and leaflets  
 Catalogues  
 Dictionary and grammar items  
 Encyclopedia entries  
 Folk tales and legends  
 Forms  
 Graffiti  
 Instructions and other "how to" texts  
 Invitations  
 Journals, diaries, and logs  
 Labels and packaging  
 Letters (business and personal)  
 Lists, notes, personal messages  
 Maps  
 Menus  
 Newspaper and magazine articles  
 Plays  
 Poetry  
*PowerPoint* presentations  
 Programs  
 Questionnaires  
 Raps/Songs  
 Recipes  
 Reports and manuals  
 Short stories and novels/*Pourquoi*  
 Signs, notices, announcements  
 Stories  
 Textbook articles  
 Tickets, timetables, and schedules

GRADE

4

Specific  
Outcome

**Choose Forms**

*Students will be able to:*

**4.1.2** use a variety of forms for particular audiences and purposes (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**



*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Choose Forms**

*Students will be able to:*

**4.1.2** use a variety of forms for particular audiences and purposes (*continued*)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Sample List of Text Forms (*continued*)

**Oral Texts**

Advertisements  
Announcements  
Ceremonies (religious and secular)  
Debates  
Formal and informal conversations  
Interviews  
Lectures  
Messages  
Oral stories and histories  
Plays and other performances  
Reports and presentations  
Songs and hymns  
Telephone conversations

**Multimedia Texts**

Comic strips  
Computer and board games  
Movies and films  
Slide/tape and video presentations/*PowerPoint*  
TV programs  
Websites

- As part of a presentation to younger students on favourite stories, students dress as characters or have props to represent a scene (e.g., Rumpelstiltskin—straw; Snow White—apple).
- Students create a diorama to represent a scene from a mystery story.
- After studying endangered animals, students create a “Wanted” poster with a description and picture of an endangered animal. The posters are displayed and read to parents and classmates.

GRADE

4

Specific  
Outcome

**Choose Forms**

*Students will be able to:*

**4.1.2** use a variety of forms for particular audiences and purposes (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**

General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.1** Generate and Focus

GRADE

4

Specific Outcome

**Organize Ideas**

*Students will be able to:*

**4.1.3** develop and arrange ideas in own oral, written, and visual texts, using organizers

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students use a story map before writing a German story.
- Students create a mind web to review information they have gained by watching a DVD on the traditions of Aboriginal people of Manitoba.
- Students write sentences about each of the main events in a story. They draw pictures to accompany each sentence.
- Students use the W5 chart to organize ideas from a story or dialogue.
- Provide opportunities for students to respond in visual ways, using what they have learned about visual literacy. For example, they may respond to poetry using colour, shape, and line in their representation, but not words. They may respond using mime or dance.

**Organize Ideas***Students will be able to:*

- 4.1.3** Develop and arrange ideas in own oral, written, and visual texts, using organizers (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- determine key ideas in oral text?
- determine key ideas in written text?
- determine key ideas in visual text?
- select and generate relevant supporting details?
- use various forms to organize key ideas?
- share main ideas and supporting details with others?
- listen to others' ideas?
- generate oral, written, and visual texts with clear main ideas and relevant supporting details?

 **Checklists or Rubrics**

Develop a checklist or rubric that addresses students' abilities to use a variety of text organizers to develop and arrange ideas in their own oral, written, and visual texts.

 **Self-Assessments**

Students monitor their own learning using completed graphic organizers that have been modelled by the teacher to determine whether they have effectively developed and arranged ideas in their own creations.

 **Conferencing**

Conference with students to assist, direct, and assess their use of graphic organizers to develop and plan personal creations.

**SAMPLE RESOURCES**

Appendix D (graphic organizers)

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Appraise Own and Others' Work**

*Students will be able to:*

- 4.2.1** share own stories and creations in various ways, and obtain feedback from others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After listening to a group presentation on the use of bicycle helmets, a student says, “I agree with what you’ve said that bicycle helmets save lives, but shouldn’t people be able to choose whether or not to wear one?”
- While sharing a story during a peer conference, a student author asks for feedback (e.g., “I was trying to make this part scary. Should I add more scary words, or would that be too much?”)
- After viewing a student video presentation, students provide feedback and support, using a format such as two “I like” statements and one “I wonder” statement:
  - *Ich mag deine klare Stimme.*
  - *Ich finde es gut, dass du Blickkontakt zu uns hast.*
  - *Ich frage mich, ob du noch mehr Einzelheiten geben kannst.*
- Students provide feedback on other students’ work, using sentence stems such as:
  - *Ich glaube, die Hauptfigur...*
  - *Ich möchte gerne mehr über ... wissen*
  - *Ich frage mich, warum du ...*
  - *Ich finde die Endung...*

**Appraise Own and Others' Work***Students will be able to:*

- 4.2.1** share own stories and creations in various ways, and obtain feedback from others (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- plan and create original work using pre-established criteria?
- share work?
- discuss strengths in own work?
- discuss areas in own work needing enhancement?
- provide appropriate feedback to peers?
- show interest in others' work and ideas?
- show sensitivity to the feelings of peers?
- consider and use suggestions in future revisions?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Date and include the context of each observation to note progress over time. Use the data to guide instruction and conferencing.

 **Rubrics**

Use the Focus for Assessment criteria to create rubrics that describe levels of performance. Students should be familiar with the criteria. Invite students to assist in creating assessment rubrics for new texts. Some considerations should include the effective use of adjectives, adverbs, verbs, and descriptive nouns, as well as students' abilities to manipulate and apply knowledge of syntax in producing new texts.

 **Self-Assessments**

Encourage students to review their own creations using a self-assessment questionnaire like the sample below. This fosters self-reflection and the development of a plan for future work.

<b>Meine Textgestaltung selbstbewerten</b>	
Name: _____	Datum: _____
Mein Titel	
Zwei Aspekte, über die ich stolz bin:	
Was ich zur Verbesserung gemacht habe:	
Wo ich noch etwas verbessern kann:	

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Revise Content**

*Students will be able to:*

**4.2.2** revise to focus on main ideas and relevant information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Model procedures for making revisions, using Think-Aloud to clarify meaning by adding, deleting, or rearranging ideas and information. After receiving written permission, provide enlarged copies of grade-appropriate samples (no names), and use the overhead projector to demonstrate how to revise. Then provide guided revision practice using short pieces of writing. Repeat guided practice frequently with the whole class, small groups, and individual students. The number of revisions for each piece of text should be limited.
- Students review the instructions they have written as a group for using a pinhole camera. They ensure all the needed information is included and in the correct order.
- While editing a group report about immigrants to Manitoba, students check to make sure it is clear who the different immigrant groups were, where they settled, and what were some of the problems they faced.
- Invite students to provide input in developing a class chart or checklist that can be used to guide revisions during instruction.

**Textgestaltung Selbstbewerten**

- den Text laut lesen und sich selbst hören
- die Reihenfolge der Hauptgedanken überprüfen
- notfalls die Reihenfolge der Hauptgedanken ändern
- die Richtigkeit der Information überprüfen (notfalls verbessern)
- die Wortwahl untersuchen (notfalls Wörter durch andere ersetzen)
- einen Partner bitten, den Text zu lesen
- die Fragen und Vorschläge des Partners bedenken

- Using word processing software, students practise inserting, cutting, and pasting text within and between documents.

**Revise Content***Students will be able to:***4.2.2** revise to focus on main ideas and relevant information (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share first draft willingly and confidently?
- ask others for specific help?
- listen to suggestions from others?
- incorporate suitable suggestions?
- reread draft?
- attempt to make changes independently?
- engage in self-questioning?
- provide positive feedback?
- ask relevant questions?
- make appropriate suggestions?

 **Anecdotal Records**

Throughout the year, observe students' willingness to revisit their first-draft texts and make substantial changes. As well, observe students when they conference with peers during the writing process. Date each observation and include the context. The data should be used to guide instruction and to note progress over time.

 **Self-Assessments**

Students assess their revising skills according to a checklist. See sample below.

<b>Meine Textgestaltung bewerten—Schülercheckliste</b>		
Name: _____	Datum: _____	
Überschrift: _____		
Ich habe mir meinen Text selbst vorgelesen.	Ja	Nein
Ich verstehe, was ich selbst geschrieben habe.	Ja	Nein
Ich glaube, mein Text enthält neue Gedanken.	Ja	Nein
Ich glaube, mein Text enthält genügend Informationen.	Ja	Nein
Ich habe unwichtige Einzelheiten weggelassen.	Ja	Nein
Ich habe die wichtigen Punkte mehrmals verschieden formuliert.	Ja	Nein
Ich habe die Reihenfolge meiner Ideen überprüft/geändert.	Ja	Nein
Ich habe dieselben Wörter nicht immer verwendet.	Ja	Nein
Ich bin stolz auf meine Wortwahl.	Ja	Nein

 **Portfolios**

Students select work samples that show their skills in making revisions. All draft copies and related checklists should be included with these pieces. Have students provide a simple annotation telling why they selected these particular pieces



*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Enhance Legibility**

*Students will be able to:*

- 4.2.3** write legibly, using a handwriting style that is consistent in alignment, shape, and spacing; experiment with the use of templates and familiar software when composing and revising

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students look through pieces of final draft handwriting and circle some examples of well-formed letters and words.
- Students choose a poem on a topic of interest, copy the poem in their best handwriting, and illustrate it.
- Students design a multimedia presentation on a famous inventor, using familiar software. This includes clipping pictures from other file sources.
- A student composes a short story on a topic such as a favourite recreation or activity, revises it with a peer, and prints it for inclusion in a class book.

**Enhance Legibility***Students will be able to:*

- 4.2.3** write legibly, using a handwriting style that is consistent in alignment, shape, and spacing; experiment with the use of templates and familiar software when composing and revising (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- demonstrate smoothness and flow in cursive writing?
- demonstrate consistency in alignment, shape, slant, and spacing of letters?
- recognize areas needing improvement in written work?
- develop a legible personal style of writing?
- use templates and formatting tools to shape text on a page?
- show progress in keyboarding accurately?
- show growth in using a word processing program?
- demonstrate pride and enjoyment in written work?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Observe students' daily work to monitor their increasing proficiency with script and text formatting on the computer. Date all observations and note progress over time. Observe students' writing fluency by examining the increasing amount of production within a set time.

 **Work Samples**

Collect students' work samples as a record of progress over time. Student work samples might include labels, captions, poems, menus, and invitations.

 **Self-Assessments**

With student input, develop a self-assessment checklist. Students use the checklist to monitor their own progress and to focus on increasing their proficiency with regard to script and page formatting. Observe and discuss students' use of the checklist. Criteria such as the following may be included:

<b>Welchen Eindruck mache ich schriftlich?</b>		
<b>Schülercheckliste</b>		
Name: _____	Datum: _____	
	Ja	Nein
Meine Buchstaben sind alle deutlich.	<input type="checkbox"/>	<input type="checkbox"/>
Meine Buchstaben haben alle die richtige Form.	<input type="checkbox"/>	<input type="checkbox"/>
Der Abstand zwischen meinen Buchstaben ist gleichmäßig.	<input type="checkbox"/>	<input type="checkbox"/>
Ich halte mich an die Linien.	<input type="checkbox"/>	<input type="checkbox"/>
Der Abstand zwischen meinen Wörtern ist gleichmäßig.	<input type="checkbox"/>	<input type="checkbox"/>
Ich radriere meine Fehler vorsichtig weg.	<input type="checkbox"/>	<input type="checkbox"/>
Ich streiche meine Fehler vorsichtig durch.	<input type="checkbox"/>	<input type="checkbox"/>
Am Computer kann ich jetzt besser tippen als zuvor.	<input type="checkbox"/>	<input type="checkbox"/>
Mit dem Computer kann ich jetzt besser Text formatieren als zuvor.	<input type="checkbox"/>	<input type="checkbox"/>

General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.2 Enhance and Improve

GRADE

4

Specific Outcome

**Enhance Artistry**

*Students will be able to:*

**4.2.4** select from a range of word choices, and use simple sentence patterns to communicate ideas and information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- The class enhances a writing piece by brainstorming for descriptive words while the piece is displayed on the overhead.
- Students, working in small groups, practise how to use descriptive words to enhance the clarity of their sentences. Provide each group with a two- or three-word sentence. Students add appropriate adjectives and adverbs as either single words or phrases.
- A group of students dramatizes and presents *Rotkäppchen* to a Grade 1 class. They write dialogue for the script, decide where to have a narrator, and choose music and sound effects.
- When reading a poem to the class about a friend moving away, a student chooses sad background music to enhance the emotion expressed in the poem.
- Students working individually or in pairs write a poem based on a picture or story using the following format: three or four questions all beginning with Why? (*Warum*); one response beginning with Because (*Weil*).

**Enhance Legibility***Students will be able to:*

- 4.2.4** select from a range of word choices, and use simple sentence patterns to communicate ideas and information (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use specific and appropriate vocabulary relevant to the topic?
- use descriptive language including adjectives and adverbs?
- use pronouns appropriately?
- express ideas clearly?
- use a variety of simple, complex and compound sentence patterns?
- use varied sentence types (statement, questions, negative, exclamation)?
- use sentence combining procedures?
- enjoy learning about the using descriptive language?
- enhance clarity of ideas by choosing precise words?
- enhance clarity by choosing active verbs?
- enhance clarity and artistry by choosing vivid descriptors?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and include the context of the observations to note progress over time.

 **Anecdotal Records**

After students have received explicit instruction and guided practice in using descriptive words and varied sentence patterns, observe and make brief notes about students' original oral and written texts for use of descriptive words and varied sentence patterns.

 **Conferencing**

Confer with students about their original work. Encourage them to use descriptive and precise language and a variety of sentence patterns in their oral and written work. With student input, review and discuss progress in using descriptive language and a variety of sentence patterns in their work over time.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Enhance Artistry**

*Students will be able to:*

- 4.2.4** select from a range of word choices, and use simple sentence patterns to communicate ideas and information (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students, working with a partner, choose a story they have read in class and complete a story pyramid using the following format and instructions.
  1. Zeile: in einem Wort das Thema/die Hauptperson nennen.
  2. Zeile: in 2 Wörtern den Schauplatz beschreiben.
  3. Zeile: in 3 Wörtern eine Figur beschreiben.
  4. Zeile: in 4 Wörtern ein Geschehen beschreiben.
  5. Zeile: in 5 Wörtern ein anderes Geschehen beschreiben.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Enhance Legibility***Students will be able to:*

- 4.2.4** select from a range of word choices, and use simple sentence patterns to communicate ideas and information (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

**Self-Assessments**

Students select a piece of original writing that demonstrates their ability to focus on enhancing artistry or expression. They attach the following checklist to their sample and include it in a portfolio or classroom/ hallway display.

<b>Mit Wörtern und Sätzen experimentieren</b>	
Name _____	Datum _____
Überschrift _____	
Dieser Text beweist, dass ich einen interessanten Wortschatz anwenden kann.	
Hier sind einige Beispiele:	
Ich benutzte das Wort _____	statt _____.
Ich benutzte das Wort _____	statt _____.
Ich benutzte den Ausdruck _____	statt _____.
Ich benutze Wörter...	
<input type="checkbox"/> die sich nach ihrer Bedeutung anhören, wie z.B. _____.	
<input type="checkbox"/> die mit sanften oder harten Buchstaben beginnen, wie z.B. _____.	
<input type="checkbox"/> die eine bestimmte Atmosphäre ausdrücken, wie z.B. _____.	
<input type="checkbox"/> die _____, wie z.B. _____.	

**Portfolios**

With teacher input, students choose work samples that reflect their experimentation with word choice and sentence patterns. Students highlight interesting words and sentences and explain their choices. Record their reasons and attach the record to the students' work samples. All work samples are dated to note progress over time. Students could include a self-reflection like the one below with their work sample.

<b>Mit Wörtern spielen</b>	
Name: _____	Datum: _____
Hier spiele ich mit Wörtern.	
Wörter die ich besonders gut finde sind: _____	
Sie:	
<input type="checkbox"/> machen laute Töne.	
<input type="checkbox"/> machen ruhige Töne.	
<input type="checkbox"/> machen aktive Töne.	
<input type="checkbox"/> hören sich witzig an.	
<input type="checkbox"/> hören sich grausig an.	
<input type="checkbox"/> drücken eine bestimmte Atmosphäre aus.	

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.2** Enhance and Improve

**Enhance Presentation**

*Students will be able to:*

**4.2.5** prepare neat and organized compositions, reports, and charts that engage the audience

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Model how to create the physical layout and how to organize a piece of work by using an overhead projector or large chart paper to plan and rearrange text format and illustrations. While the students listen, demonstrate the thinking process by verbalizing as you work.
- Students produce brochures on their school, province, city, or community that is being studied. A template for a brochure can be prepared on a computer. Students add appropriate text and visuals. Then, the electronic copy can be printed to produce a hard copy.
- Students examine illustrations in various texts. Lead the students in a discussion on the moods created, and the appropriateness and effectiveness of the illustrations.
- Students choose an appropriate medium, colour, size, and texture to illustrate a composition.
- Students create a storyboard for a presentation they will prepare for the class. They plan who says what and who shows what for each step of the presentation.

Wann?	Wer sagt was?	Wer zeigt was?
Szene	Szene	Szene usw.

**Enhance Presentation***Students will be able to:*

- 4.2.5** prepare neat and organized compositions, reports, and charts that engage the audience (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- organize compositions, reports, visuals, and sound effects appropriately?
- experiment with text formats?
- create attractive and legible visuals?
- integrate visuals within the text appropriately?
- experiment with sound effects?
- integrate sound effects within the text appropriately?
- produce legible and neat texts?
- engage and keep the audience’s interest during presentations?
- demonstrate a growing ability to use a variety of media for compositions and reports?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Observe students during the composing process. Date and include the context of the observations to note progress over time. The data are used to guide instruction.

 **Rubrics**

With students, use rubrics developed during class instruction to assess the organization and neatness of final products. Students identify and discuss their strengths and needs according to the rubric. Assess students’ skills at using the rubrics to guide their independent work.



General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.2 Enhance and Improve

GRADE

4

Specific Outcome

**Enhance Presentation**

*Students will be able to:*

**4.2.5** prepare neat and organized compositions, reports, and charts that engage the audience *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When students are preparing their data in support of presentations they will be giving to the class, they experiment with formatting the presentation in different ways (bar graphs, Venn diagrams, etc.). They show their data formats to four different classmates and solicit their feedback.  
*Wie interpretierst du diese Darstellungen?/diese Schaubilder?*  
*Welche Darstellung verstehst du am besten?*  
*Welche Darstellung verstehst du am wenigsten?*
- Students could also decorate a cereal box or make a cube. They could use a story map.

**Enhance Presentation***Students will be able to:*

- 4.2.5** prepare neat and organized compositions, reports, and charts that engage the audience (*continued*)

**SAMPLE ASSESSMENT STRATEGIES**
 **Self-Assessments**

Students use checklists to monitor and assess their work. A sample checklist may include the following.

**Mein Referat anschaulich machen—Schülercheckliste**

- Um mein Referat interessanter zu machen, habe ich Schaubilder vorbereitet.
- Meine Schaubilder sind leicht verständlich.
- Meine Schaubilder sind deutlich beschriftet.
- Die Textgröße war auch hinten in Raum gut zu lesen.
- Ich habe meine Schaubilder zur richtigen Zeit im Referat gezeigt.
- Meine Farbauswahl ist nicht zu grell und nicht zu langweilig.
- Meine Schaubilder haben die Zuhörer nicht vom Referat abgelenkt.
- Ich habe nicht zu viel auf einmal gezeigt.
- Meine Arbeit ist sorgfältig gemacht und sieht gut aus.

 **Response Journals/Reflection Logs**

Students reflect on their presentation of illustrations and texts and talk about:

- the reasons they selected a particular form for sharing information for a particular audience
- the things they have learned about that form
- the things they found they want to learn more about in that form
- what form they would like to try next

 **Conferences**

Conference with students on their responses to the self-reflection survey. Students may wish to share some selections from their portfolio, and indicate why they chose those particular samples. In conferencing, have students discuss the ideas, feelings, and information they were trying to convey.

 **Portfolios**

Students select samples of completed products that represent attempts to enhance their original text. Samples should reflect progress over time. Students provide reasons for their choices and annotate their entries.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Grammar and Usage**

*Students will be able to:*

**4.3.1** edit for complete sentences and to eliminate unnecessary repetition of words

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- With partners, students read stories aloud to listen for and correct run-on sentences.
- When editing a story with a peer, a student discusses when simple sentences are effective and when they could be combined with “*oder,*” “*und,*” “*aber.*”
- Students brainstorm such connecting words as *dann, nachher, zunächst, plötzlich, weil,* and create a class chart for reference when writing.
- Invite students to edit a daily message written on the chalkboard or overhead that contains incomplete sentences.
- Students work in pairs to edit one another’s original text, checking for complete sentences. Each student has a copy of another’s work. Students take turns reading their work while their partner monitors it for complete sentences. Authors then make these changes independently.

**Grammar and Usage***Students will be able to:*

- 4.3.1** edit for complete sentences and to eliminate unnecessary repetition of words  
(continued)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify incomplete sentences in other students' work?
- identify incomplete sentences in his/her own work?
- identify statements, questions, and exclamations?
- use appropriate statements, questions, and exclamations in his or her own work?
- use correct punctuation for statements, questions, and exclamations?
- work with peers within a group or in pairs while editing a piece of writing?
- recognize acceptable incomplete sentences or phrases in dialogue?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria to record students' skills in editing for complete sentences and to observe them while peer editing. Use the data to guide instruction.

 **Rubrics**

Invite students to assist in creating assessment rubrics for new texts created. Some considerations should include effective use of adjectives, adverbs, verbs, and descriptive nouns, and the students' abilities to manipulate and apply knowledge of syntax, etc., in producing new text.

 **Conferencing**

Use completed checklists and students' work samples to conference with students about their progress in editing for complete sentences.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Spelling**

*Students will be able to:*

**4.3.2** know spelling conventions, using a variety of strategies, resources, and spelling patterns when editing and proofreading

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- If students are unsure whether or not a word “looks right,” they write the word trying several different spellings.
- When spelling a word, such as “*unglaublich*,” a student breaks the word into syllables and uses knowledge of the prefix “*un-*,” base word “*glaub*,” and suffix “*-lich*” to spell the word.
- Students use spelling generalizations in their writing to form comparative and superlative adjectives (*-er*, *-ste*).
- Students use helpful routines, individually or with a partner, for studying spelling words, such as looking at the word, saying and visualizing the word, writing the word, checking the spelling, and correcting errors. Then they repeat the process.
- Using an overhead project, students, with teacher guidance, read an age-appropriate text looking for misspelled words and then discussing and correcting them.
- Students work in pairs to edit one another’s work for misspelled words. Each student has a copy of his or her partner’s work. Students read the piece together to identify misspelled words. Reading text from the end to the beginning is a technique that may help some students focus on the spelling.
- With student input, prepare a class list of irregular words that students may have difficulty spelling. Display this list in the classroom. When new words are encountered, add them to the list.

**Spelling***Students will be able to:*

- 4.3.2** know spelling conventions, using a variety of strategies, resources, and spelling patterns when editing and proofreading (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use letters for all essential sounds?
- use sound correspondence for all sequences?
- use phonetic spelling?
- use an increasing number of sight words?
- use visual memory for an increasing number of words?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria for assessing students' daily work to determine their developing skills and attitudes in using spelling strategies.

 **Self-Assessments**

Students complete self-assessment checklists after reviewing their first draft and published pieces. Monthly reviews help students remain focused on their spelling progress.

<b>Spelling Self-Check</b>				
Name: _____	Date: _____			
I try to spell words the way they sound	often	sometimes	occasionally	never
I write the word the way I think it should look.				
I think about spelling rules.				
I look at charts and in books for words I do not know how to spell.				
I think of other words that are like the one I am trying to spell.				
I mark words that do not look right what I am composing.				
I try to spell several different ways if I am unsure of the spelling.				
I ask for help when I do not know how to spell a word.				
I use a personal spelling dictionary				

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Spelling**

*Students will be able to:*

**4.3.2** know spelling conventions, using a variety of strategies, resources, and spelling patterns when editing and proofreading (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Display a chart of phonetic sounds in the classroom for easy referral by the students. Encourage students' use of personal dictionaries.
- Encourage students to develop metacognitive awareness of their spelling strategies by keeping a Spelling Log. Students use temporary spellings when writing drafts, and circle any words that need to be verified or corrected. Students record their spelling attempts along with their reasons for their temporary spellings. They may include statements such as:
  - *Was habe ich diese Woche gelernt?*
  - *Was möchte ich lernen?*
  - *Ich bin mir nicht sicher über ...*

**Spelling**

*Students will be able to:*

- 4.3.2** know spelling conventions, using a variety of strategies, resources, and spelling patterns when editing and proofreading (*continued*)

**SAMPLE ASSESSMENT STRATEGIES** **Conferences**

Interview students using their Spelling Log entries as a guide. Use the following questions:

- Why is spelling important?
- What do you do when you do not know how to spell a word?
- What do you do when you have not spelled a word correctly?
- What spelling do you have?

Use student responses to guide instruction.

 **Pre- and Post-Spelling Tests**

Together with students, analyze pre- and post-tests to determine areas of difficulty and to decide on effective spelling strategies.

 **Portfolios**

Students choose a range of written samples that show progress in spelling over time. Students should periodically study their samples to determine their spelling progress and to generate common spelling rules.



*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Capitalization and Punctuation**

*Students will be able to:*

**4.3.3** know and use writing conventions when editing and proofreading

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When addressing a birthday card to a relative who lives in an apartment, a student writes the address as:  
 Dr. R. Martin  
 403, 1389 – 11 Main Street  
 Tolstoy, MB R6V 5N2
- Using a story displayed on an overhead projector, students determine which character is speaking by identifying the quotation marks. The difference in quotation marks between English and German is noted.
- Students peer edit their writing by circling the first letter of every noun as a reminder to capitalize these words.
- Students, working in small groups, look at selections of German children’s literature to find examples of the various uses of capital letters, commas, quotation marks, and other punctuation. The findings are shared and discussed with others.
- Use mini-lessons to teach the appropriate use of capitalization and punctuation, such as periods, question marks, and exclamation points. Mini-lessons should be based on the needs observed as students are composing. Samples of students’ writing may be used for group editing activities, provided permission is given and anonymity remains. Using an overhead, have the students insert capital letters and punctuation marks appropriately.
- Provide students with choral passages and have them work in small groups to practise reading them. Students concentrate on pausing at commas and periods, using appropriate inflections and intonation when encountering question marks and exclamation points.

**Spelling***Students will be able to:***4.3.3** know and use writing conventions when editing and proofreading (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize that commas are used for a variety of purposes?
- recognize when commas are used in series?
- use commas in a series correctly?
- use quotation marks in written work?
- work with peers in editing and revising?
- use a proofreading checklist?
- recognize errors in capitalization and punctuation while editing written work?

 **Checklists**

Use checklists based on the Focus for Assessment criteria to determine students' developing proofreading and editing skills.

 **Conferences**

Conference with students about their proofreading and editing skills, provide feedback, and encourage accurate punctuation usage. Help students listen to themselves as they read their work while inserting appropriate punctuation.

 **Self-Editing Checklists**

Work with students to develop a self-editing checklist. Check students' edited work to look for evidence that progress is being made in their ability to proofread their own work and the work of their peers.

 **Portfolios**

With students, select samples of their work that demonstrates their developing skills in proofreading and editing their own written compositions for appropriate use of periods, question marks, and exclamation points. Work samples should be dated to show progress over time. Use the data to inform instruction.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Share Ideas and Information**

*Students will be able to:*

- 4.4.1** present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students prepare a book talk about a book they have read. They tell why they would or would not recommend it to others, using supporting examples from the texts.
- A student shares a collection of rocks, explaining where they were found and identifying some types.
- When preparing to present a group play, students decide what information they need to tell the audience and who will do each piece. For example,
  1. *Schüler: Wer sagt am Anfang die Überschrift an?*
  2. *Schüler: Ich! Und wer stellt am Ende die Schauspieler vor?*
  3. *Schüler: Das kann ich machen. Wer will die Zuschauer nach ihrer Meinung fragen?*
  1. *Schüler: Das mache ich ganz am Ende.*
- Students talk about books they have read, and tell why they would or would not recommend them to others, using supporting examples from the texts and sentence prompts provided by the teacher.

**Share Ideas and Information***Students will be able to:*

- 4.4.1** present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation  
*(continued)*

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- follow a sequential plan?
- organize working materials logically for easy access?
- develop own guidelines?
- require teacher-directed guidelines?
- engage familiar audience’s attention?
- maintain audience attention?
- use clear, fluent and expressive language?
- look at the audience when speaking?
- assume a comfortable posture?
- use appropriate gestures?
- bring closure to the presentation?
- make good use of presentation time?

 **Checklists**

Use checklists based on the Focus for Assessment criteria to determine students’ skills in planning, preparing, and delivering presentations. Date each observation and include its context. Review observations to note progress over time.

 **Anecdotal Notes**

Observe and record students’ skills in sharing information and ideas in a variety of contexts. Note evidence of students’ progress over time. Date all observations and note their contexts.

 **Portfolios**

Students select presentation materials for their portfolios including planning outline, draft copies, cue cards, visual aids, photos of the presentation, feedback from classmates, and self-assessment checklists.

General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.4 Present and Share

GRADE

4

Specific Outcome

**Share Ideas and Information**

*Students will be able to:*

**4.4.1** present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and non-print aids to enhance the presentation (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students make a set of posters to organize their presentation on a topic.
- With teacher guidance, students create a class chart to help them to organize. Include categories of important information when sharing news orally. These categories should include *Wer? Was? Wie? Wo? Warum?* Categories may also include personal feelings and connections.

**Share Ideas and Information***Students will be able to:*

- 4.4.1** present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation  
(continued)

**SAMPLE ASSESSMENT STRATEGIES**
 **Self-Assessments for an Oral Presentation**

Students may complete self-assessment questionnaires after reflecting on their oral presentation in class.

**Mein Referat—Schülercheckliste**

Name: \_\_\_\_\_ Datum: \_\_\_\_\_

Thema: \_\_\_\_\_

zum Umkreisen

- |   |    |      |
|---|----|------|
| 1. Ich hatte einen Plan für mein Referat.                           | ja | nein |
| 2. Ich habe diesen Plan selbst entwickelt.                          | ja | nein |
| 3. Jemand hat mir mit meinem Plan geholfen.                         | ja | nein |
| 4. Ich habe alle meine Arbeitssachen beisammen behalten.            | ja | nein |
| 5. Ich war die ganze Zeit gut organisiert.                          | ja | nein |
| 6. Ich habe meinen Vortrag laut geübt.                              | ja | nein |
| 7. Ich habe auch Schaubilder, Zeichnungen oder Mitbringsel gezeigt. | ja | nein |
| 8. Ich habe Geräuscheffekte benutzt.                                | ja | nein |
| 9. Meine Zuhörer haben sich für mein Referat interessiert.          | ja | nein |
| 10. Meine Zuhörer haben gut zugehört.                               | ja | nein |
| 11. Ich habe Fragen beantwortet.                                    | ja | nein |
| 12. Das Beste an meinem Referat war _____                           |    |      |
| _____   |    |      |
| 13. Das kann ich nächstes Mal besser machen: _____                  |    |      |
| _____   |    |      |
| 14. Das werde ich nächstes Mal genauso machen: _____                |    |      |
| _____   |    |      |
| 15. Im Allgemeinen bewerte ich mein Referat _____                   |    |      |
| _____   |    |      |

General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.4 Present and Share

GRADE

4

Specific Outcome

**Effective Oral and Visual Communication**

*Students will be able to:*

**4.4.2** describe and explain information and ideas to a particular audience, and select and use appropriate volume, intonation, and non-verbal cues

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When visitors come to the classroom, students acknowledge their presence by greeting the guests appropriately.
- Students use an appropriate volume for different classroom activities (e.g., small-group work, presentations, art activity, partner work, sports).
- Students present their own poetry, or a published poem of their choice, and focus on reading with expression.
- While performing a puppet play, one group member narrates in a clear, steady voice that helps the group keep up and also makes it easy for the class to listen to the story.
- When a group of students retell a story, they each use a different voice to match their character.
- Prior to presenting their *PowerPoint* presentation, students ensure that their graphics are effective and not overpowering or confusing.

**Effective Oral and Visual Communication***Students will be able to:*

- 4.4.2** describe and explain information and ideas to a particular audience, and select and use appropriate volume, intonation, and nonverbal cues (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- modulate voice appropriately for the ideas and information presented?
- use appropriate intonation for the ideas and information presented?
- express ideas and information clearly and purposefully?
- use facial expressions and gestures to enhance ideas and information?
- take risks in attempting to communicate more effectively?

**Checklists**

Develop a checklist to assess students' ability to understand and use volume, intonation, facial expressions, and gestures to support oral communication.

Name: \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

- Code    **C** Consistently demonstrates  
           **S** Sometimes demonstrates  
           **A** Attempts to demonstrate  
           **N** Need to develop

How Does the Student Use Language?

- Uses appropriate rate.
- Speaks fluently.
- Uses appropriate intonation.
- Uses appropriate facial expressions.
- Demonstrates culturally appropriate eye contact.
- Uses appropriate hand gestures.
- Maintains appropriate physical stance.
- Answers questions with confidence.
- Elaborates and explains answers.
- Demonstrates good rapport with audience.



General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.4 Present and Share

GRADE

4

Specific Outcome

**Effective Oral and Visual Communication**

*Students will be able to:*

**4.4.2** describe and explain information and ideas to a particular audience, and select and use appropriate volume, intonation, and non-verbal cues (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Teacher's Notes**

**Effective Oral and Visual Communication***Students will be able to:*

- 4.4.2** describe and explain information and ideas to a particular audience, and select and use appropriate volume, intonation, and nonverbal cues (*continued*)

**SAMPLE ASSESSMENT STRATEGIES**
 **Self-Assessments**

Students are encouraged to reflect on their oral presentations to improve their oral communication skills. Guide the students' self-reflection by having them complete a questionnaire after viewing their videotaped presentation.

**Mein Vortrag—Schüler selbstbewertung**

Datum: \_\_\_\_\_ Name: \_\_\_\_\_

Thema \_\_\_\_\_

Nenne Beispiele die Folgendes beweisen:

1. Du hast Wichtiges mit deiner Stimme betont: \_\_\_\_\_  
\_\_\_\_\_
2. Du hast Wichtiges mit deinem Gesichtsausdruck betont. \_\_\_\_  
\_\_\_\_\_
3. Du hast Wichtiges mit deinen Handbewegungen betont.  
\_\_\_\_\_
4. Du hast Wichtiges mit deinen Körperbewegungen betont. \_\_\_\_  
\_\_\_\_\_
5. So hast du deine Zuschauer aufmerksam gemacht: \_\_\_\_\_  
\_\_\_\_\_

 **Conferencing**

Record students' oral presentations and use the recordings in individual or group conferences. The observation checklist may be used to guide the conference.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*







**Attentive Listening and Viewing**

*Students will be able to:*

**4.4.3** demonstrate appropriate audience behaviours

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- As a class, students compose questions prior to a speaker's presentation.
- Students use appropriate statements, such as "*Es gefällt mir...*," or "*Ich frage mich...*," when sharing or commenting on the work of others.
- After viewing a play on the environment, students ask questions and give opinions. One student says, "I couldn't really hear you because of your mask. You could make it so it doesn't cover your mouth."
- Create a chart like the one below to cue students to use active listening behaviours.

<b>Gute Zuhörer</b>	
	<ul style="list-style-type: none"> <li>– sitzen still</li> <li>– bleiben am Platz</li> <li>– halten die Hände still</li> </ul>
	<ul style="list-style-type: none"> <li>– schauen zu</li> <li>– haben die Augen nach vorne</li> <li>– zeigen ihr Interesse</li> </ul>
	<ul style="list-style-type: none"> <li>– hören gut zu</li> <li>– warten auf Hauptideen</li> </ul>
	<ul style="list-style-type: none"> <li>– denken über den Inhalt nach</li> <li>– überlegen sich gute Fragen</li> </ul>
	<ul style="list-style-type: none"> <li>– stellen ihre Fragen am Ende</li> <li>– sagen am Ende, was interessant war</li> </ul>
	<ul style="list-style-type: none"> <li>– unterbrechen nicht</li> <li>– sprechen nicht unter sich</li> </ul>

**Attentive Listening and Viewing***Students will be able to:***4.4.3** demonstrate appropriate audience behaviours (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- focus on the speaker?
- ask relevant questions?
- respond respectfully with opinions?

**□ Group Self-Assessments**

Record the audience (class) during presentations. With the students, view the video and discuss audience behaviours. Individual students focus on their own behaviour and complete a self-assessment.

<b>War ich ein guter Zuschauer? Schüler selbstbewertung</b>		
	ja	nein
1. Ich war ruhig als geredet wurde.	<input type="checkbox"/>	<input type="checkbox"/>
2. Ich habe den Sprecher angesehen.	<input type="checkbox"/>	<input type="checkbox"/>
3. Meine Körpersprache zeigt, dass ich zugehört habe.	<input type="checkbox"/>	<input type="checkbox"/>
4. Ich habe eine Frage zum Thema gestellt.	<input type="checkbox"/>	<input type="checkbox"/>
5. Ich habe aufgepasst, als andere Fragen stellten.	<input type="checkbox"/>	<input type="checkbox"/>
6. Ich habe positive Kommentare gemacht.	<input type="checkbox"/>	<input type="checkbox"/>
7. Ich war ein hilfreicher Zuschauer.	<input type="checkbox"/>	<input type="checkbox"/>
8. Was ich als guter Zuschauer gemacht habe: _____		
9. Was ich nächstes Mal machen kann, um ein besserer Zuschauer zu sein: _____		

**□ Learning Logs**

Students record entries in a learning log following each oral presentation and discussion. The entries may include what they learned about the topic, how they felt about the ideas and information presented, and questions they may still have about the topic. These entries may be composed as a class with teacher guidance and support. Conference with students to review responses and assess how they use their knowledge and listening strategies to learn.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Attentive Listening and Viewing**

*Students will be able to:*

**4.4.3** demonstrate appropriate audience behaviours (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After listening to a classmate share an original text (story, poem, autobiography, etc), each student records three to five details they learned. Students are encouraged to ask the presenter at least one question.
- Students provide written feedback to classmates after oral presentations by completing feedback forms developed by the teacher with student input.

**Nach dem Vortrag—Zuschauer Reaktionen**

Datum \_\_\_\_\_

Sprecher \_\_\_\_\_

Thema \_\_\_\_\_

1. Was ich am Interessantesten fand war \_\_\_\_\_

\_\_\_\_\_

2. So hast du meine Aufmerksamkeit gelenkt: \_\_\_\_\_

\_\_\_\_\_

3. Vielleicht könntest du beim nächsten Mal \_\_\_\_\_

\_\_\_\_\_

Unterschrift \_\_\_\_\_

- Ask students to assess student presentations. An example of a peer assessment strategy is “Two Stars and an Idea,” also known as “Two Hurrahs and a Suggestion.” A German equivalent could be the acronym MMF, as illustrated below.

*Ich mag \_\_\_\_\_.*

*Ich mag \_\_\_\_\_.*

*Ich frage mich, ob \_\_\_\_\_.*

**Attentive Listening and Viewing***Students will be able to:***4.4.3** demonstrate appropriate audience behaviours (*continued*)**SAMPLE ASSESSMENT STRATEGIES** **Anecdotal Records**

Observe and record students' audience behaviours. Date and note specific examples to determine students' developing skills in listening and responding to presentations.

 **Conferences**

Conference with students about the feedback slips completed by classmates. Help students consider what others have said in response to their presentations, and encourage them to consider the suggestions when preparing for a presentation and during the presentation itself.

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**Share and Compare Responses**

*Students will be able to:*

- 5.1.1** understand relationships between their own ideas and experiences and those of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students discuss how the illustrations support and enhance the text.
- Students create a Venn diagram to compare and contrast their own lives to that of the main character in the novel study.
- Students discuss how the setting affects the characters.
- As students share their stories, others respond using sentence frames, such as:
  - *Deine Hauptfigur gefällt mir.*
  - *Deine Wortwahl gefällt mir, besonders...*
  - *Deine Sätze sind so bildlich.*
  - *Die Handlung ist spannend.*
  - *Das Ende ist überraschend.*
- Students use the Author's Chair to share their story writing with others. Students listening to the reader are encouraged to respond positively by naming a specific aspect of the story that appealed to them.
- After reading, listening to, or viewing a text in class, students respond in a personal way to the main idea/message by creating a poster, a mobile, drawing and labelling a diagram, preparing a diorama, dramatizing, etc. Students share their personal responses in class.

**Share and Compare Responses***Students will be able to:*

- 5.1.1** understand relationships between own ideas and experiences and those of others  
*(continued)*

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- describe her or his own ideas and experiences clearly?
- describe the relationship between his or her own and others' ideas and experiences?
- willingly share her or his own ideas and experiences with class?
- listen to others appropriately?
- accept others' ideas and experiences without judging them?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations. Review the data to note progress over time.

 **Work Samples**

Analyze students' work samples and representations to determine whether they record personal ideas and experiences in a variety of ways.



Students will listen, speak, read, write, view, and represent in German to celebrate and build community.

**Relate Texts to Culture**

Students will be able to:

- 5.1.2** discuss ideas within stories from oral, literary, and media texts from various communities

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Using a story set in a different time or place, partners discuss how the setting affects the experiences of the characters.
- Students discuss how the style of illustrations and supports enhances the text.
- Students use a graphic organizer, such as a storyboard map or web, to identify the main characters, plot, and settings in a story.

Hauptpersonen	Schauplatz	Handlung

- After reading the story about a trickster, one student talks about an uncle who is always playing tricks, such as *Till Eulenspiegel*. Other students write stories about other tricksters.
- After watching a video presentation about different kinds of communities, students talk about what they learned through the use of prompts.

**Von Filmen lernen—Schülerselbstbewertung**

Name: \_\_\_\_\_ Datum \_\_\_\_\_

Filmtitel \_\_\_\_\_

1. Das Hauptthema im Film war: \_\_\_\_\_

2. Ich habe drei neue Sachen gelernt:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dieses hat mich überrascht: \_\_\_\_\_

- Students play a co-operative learning game called *One and All*, which is designed to help students identify similarities and differences. Students can compare books, characters, or cultures, as well as compare their own lives with the lives of characters or events in texts they have listened to, read, or viewed (Kagan, 1994).

**Relate Texts to Culture***Students will be able to:*

- 5.1.2** discuss ideas within stories from oral, literary, and media texts from various communities (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify key ideas in text?
- identify key ideas that are similar to own?
- identify key ideas that are different from own?
- identify characters in texts that are similar to self?
- identify characters in texts that are different from self?
- show appreciation for similarities found in other cultures?
- show acceptance for differences found in other cultures?
- maintain active listening behaviour during discussion?
- ask appropriate related questions?
- show respect for others' ideas and experiences?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. State and record the context of the observation.

 **Anecdotal Records**

As students compare ideas within stories from a variety of oral, literary, and media texts from various communities, observe and record their behaviours in formal and informal situations. Date all observations. Review students' patterns of listening behaviours. Use the data for student-teacher conferences.

 **Work Samples**

Analyze work samples to determine how students discuss key ideas from stories.

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.1** Develop and Celebrate Community

**Appreciate Diversity**

*Students will be able to:*

**5.1.3** connect portrayals of individuals or situations in oral, literary, and media texts to personal experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After writing a personal response to a story, students work in pairs to share and discuss their responses.
- Students role-play a different outcome for a situation in the novel study.
- Students draw a Venn diagram comparing and contrasting their lives with the main character.
- Students write a letter to their favorite character in their novel.
- Students participate in field trips to view cultural displays at different times and places. Prior to the field trips, engage students in activities to build prior knowledge, such as readings, discussions, and viewing videos. Students complete short, simple journal entries or learning logs during and after field trips. The student may do a collage as a follow-up activity.

**Relate Texts to Culture***Students will be able to:*

- 5.1.3** connect portrayals of individuals or situations in oral, literary, and media texts to personal experiences (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify the insights of characters in texts?
- identify similarities between personal experiences and characters in texts?
- identify differences between personal experiences and characters in texts?
- identify biases or stereotyping?
- discuss personal participation and responsibility in the classroom and school?
- demonstrate participation and responsibility in the classroom community?
- discuss personal participation and responsibility in the school and local community?

 **Anecdotal Records**

Record examples to show how students made connections between the portrayals of individuals or situations in oral, literary, or media texts and their personal experiences. Use the Focus for Assessment criteria to guide observations.

 **Conference**

Conference with students to discuss participation and personal responsibility in the classroom and school community.

 **Portfolio**

Students choose work samples to show their connections between portrayals of individuals or situations in texts and personal experiences. Students state why a particular piece of work was selected to represent their understanding of their community.

 **Work Samples**

Review students' work samples to note their developing skills in relating the lives of characters and their feelings to personal experiences.

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**Celebrate Special Occasions**

*Students will be able to:*

- 5.1.4** use language appropriate in tone and form when participating in classroom and school activities

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Following a Readers' Theatre presentation by one group, other students write short notes of congratulations.
- After a student tells of her team's win at a ringette tournament, other students say *Ich gratuliere! Gut gemacht!*
- Students create a chart that lists German greetings for different occasions. For example:
  - *Geburtstag – Herzlichen Glückwunsch zum Geburtstag*
  - *Weihnachten – Frohe Weihnachten*
  - *Ostern u.sw.*
- Students use a digital camera to capture special occasions. The pictures are entered into a scrapbook with a write-up under each picture.
- Students learn and practise greetings and sing songs appropriate to particular situations that honour people and events.
- Students compose a thank-you letter with their teacher's guidance after someone has visited their class.
- Students make comments to recognize and praise an author's work on a "Comments Page" attached to the back of individually published stories.
- The Student of the Week is chosen randomly. This student is seated in the centre of a circle of classmates. Classmates use small cards to write positive comments highlighting the chosen students' strengths and accomplishments. Give students cards to take home for their personal collection. Ensure that every student receives this recognition before any repeats occur.
- Students participate in a Student of the Week activity. The student is seated at the front with the teacher. Compose text with the students based on the Student of the Week's accomplishments. Scribe students' ideas. When the text is complete, reread the text with students to ensure the information is accurate and sequenced appropriately. The text can be made into a book with illustrations and given to the student to take home.
- Use a ball of variegated yarn (different coloured lengths) to prompt students when sharing information. When the colour changes, the student passes the ball to another student who then shares with the group. Students can form spider web patterns when passing the yarn.

**Co-operate with Others***Students will be able to:*

- 5.1.4** use language appropriate in tone and form when participating in classroom and school activities (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use appropriate language to support classmates' accomplishments?
- use appropriate tone and enthusiasm to support classmates' accomplishments?
- acknowledge accomplishments of students beyond the classroom?
- demonstrate appropriate non-verbal behaviour to support the accomplishments of others?
- accept praise for own accomplishments?

 **Checklists**

Develop checklists that assess students' skills in responding positively to their own and others' accomplishments. Date and review all observations to note progress over time.

 **Anecdotal Records**

Note students' responses that acknowledge and celebrate achievements.

 **Self-Assessments**

Students complete self-assessments at regular intervals. These self-assessments may be placed in the students' portfolios.

<b>Wie nett ich doch gewesen bin—Schülerselbstbewertung</b>
Name: _____ Datum _____
Beschreibe, was du getan hast:
Ich habe _____ ein Kompliment gemacht. Das war für _____.
Ich habe mich bei _____ für _____ bedankt. Das war am _____ tag.
Ich habe _____ mit seinem/seiner/ihrer/ihrer _____ geholfen.
Ich habe am _____ tag eine gute Note für _____ bekommen.
Da war ich froh!

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.2** Encourage,  
Support, and  
Work with  
Others

### Celebrate Special Occasions

*Students will be able to:*

- 5.2.1** appreciate that everyone in a group has to work together to achieve group tasks and act accordingly

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- When building a car as a group project, one student makes several sets of wheels using different shapes and sizes. Another student tests the wheels on different surfaces to see which set of wheels runs the most smoothly on each surface. Another student records their findings to include in the group's final report.
- When creating a series of posters to tell a story in sequence, students decide on and assign such tasks as who will print the titles, who will create the pictures, and who will write the captions.
- While practising for a Readers' Theatre presentation, group members help each other with unfamiliar words, intonation, and expression.
  1. Schüler: *Wenn ich höher/tiefer/lauter/leier/schriller/sanfter spreche höre ich mich älter/jünger/müder/böse/überrascht/glücklich an?*
  2. Schüler: *Mach es noch mal, ich passe diesmal besser auf. ... Ja, du hörst dich jetzt bestimmt \_\_\_\_\_ an./Nein, sag es diesmal \_\_\_\_\_.*
- When leading a group meeting, a student asks another student to record solutions to the problem being discussed.
- When doing a reading comprehension assignment, students trade roles for each question. For example: Student 1 reads the question. Students 2 and 3 search for the answer. Student 4 formulates what will be written.
- Students learn the language they need for co-operative group work by watching and listening carefully as the teacher models the language and behaviours of attentive listening, giving encouragement, praising accomplishments, and clarifying ideas and responses. The vocabulary necessary for co-operative group work is posted in German in the classroom for student reference. Students practise this vocabulary through role-plays and repetition.

**Celebrate Special Occasions***Students will be able to:*

- 5.2.1** appreciate that everyone in a group has to work together to achieve group tasks and act accordingly (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- participate collaboratively in group work?
- demonstrate understanding of group guidelines?
- demonstrate understanding of the roles and responsibilities of group members?
- participate in self-reflection?
- participate in group debriefing?
- identify personal behaviours that contributed to group success?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Use checklists and circulate them among groups during small-group work to observe behaviours and monitor the use of German during group work.

 **Self-Assessments**

Students complete self-assessment forms to self-report on personal contributions to group success and use of German during group activities. Students can use checklists, diaries, or learning logs.

 **Quick Checks (Thumbs Up/Down)**

Use a Quick Check to determine how students feel about the way they worked on a co-operative activity. Students show a “thumbs up” if their group worked well. They show a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick Checks may be used when time does not permit using an extended checklist.



*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.2** Encourage,  
Support, and  
Work with  
Others

**Work in Groups**

*Students will be able to:*

**5.2.2** take roles and share responsibilities as a group member

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Before starting research on an animal, students brainstorm possible categories (e.g., habitat, life cycles, food, enemies, caring for young), and then complete a KWL (WML) chart.

Was ich schon weiß	Was ich lernen möchte	Was ich gelernt habe

- After reading a dinosaur book, groups of students brainstorm ways to find more information (e.g., field trips, library, websites, guest speakers, or museums). They decide to present the information in the form of a newscast.
- When preparing a group presentation about a particular animal, one student makes an overhead transparency summarizing their ideas, two students work together to make a diorama showing the animal's habitat, and another student makes a poster about the animal.
- Students create a poster to present and display in class. One student designs the title, another the illustrations, and two others print up the information.
- Students work in small groups to measure the length and width of the classroom.
- Students work in groups to prepare/present a *PowerPoint* presentation.

**Work in Groups***Students will be able to:***5.2.2** take roles and share responsibilities as a group member *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- work willingly in a group?
- accept and carry out the role assigned?
- have knowledge of various roles and responsibilities?
- share responsibilities for group tasks?
- choose appropriate roles for tasks assigned to the group?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Observe students as they engage in small-group discussions, and record their question-asking patterns.

 **Self-Assessments**

Students complete self-assessments that indicate their engagement in small-group or paired discussions. Questionnaires can be created based on the following sample.

<b>In der Gruppe mitmachen—Schüler selbstbewertung</b>			
Name: _____ Datum: _____			
Gruppenmitglieder: _____			
	immer	manchmal	fast nie
Ich höre zu wenn andere sprechen.			
Ich stelle Fragen, die zum Thema passen.			
Ich beantworte Fragen ehrlich.			
Meine Antworten passen zum Thema.			
Ich höre zu, wenn andere meine Fragen beantworten.			
Ich warte bis ich an die Reihe komme.			
Ich unterbreche andere, wenn sie sprechen.			
Ich mache negative Bemerkungen.			
Wenn ich einen Gedanken schlecht finde, reagiere ich gegen die Person, die ihn ausspricht. (Du bist doof!)			
Wenn ich einen Gedanken schlecht finde, sage ich warum der Gedanke nicht gut ist. (Das geht nicht, weil...)			
Ich helfe meiner Gruppe, eine gute Diskussion zu haben.			

 **Conferences**

Conference with students to reinforce positive communication behaviours, as well as to address discrepancies between their self-assessment reports and the behaviours that are actually observed.

General Outcome

5

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.2** Encourage,  
Support, and  
Work with  
Others

GRADE

4

Specific  
Outcome

**Use Language to Show Respect**

*Students will be able to:*

**5.2.3** appreciate variations in language use in a variety of contexts in the immediate community

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students role-play ways to ask a friend, a younger student, a teacher, or the principal for permission to use something.
- Explain and model the use of the *Sie* form with adults. Students point out the form in a reading selection.
- Students write a friendly letter thanking a classmate, and then write a business letter to a location visited during a field trip.

**Use Language to Show Respect***Students will be able to:*

- 5.2.3** appreciate variations in language use in a variety of contexts in the immediate community (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use language appropriate to the situation?
- monitor own language and adjust language when situation changes?
- use tone, volume, intonation, and expression appropriate to the situation?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 **Conferences**

Conference with students to reinforce positive communication behaviours, as well as to address discrepancies between their self-assessment reports and the behaviours that are actually observed.

 **Anecdotal Records**

Record examples of students' behaviours that show appreciation of variations in language use. Date all observations.

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.2** Encourage, Support, and Work with Others

**Evaluate Group Process**

*Students will be able to:*

**5.2.4** show appreciation and offer constructive feedback to peers, and seek support from group members

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students complete a checklist to assess how effectively their group worked together.

	ja	nein	manchmal
Haben wir die Aufgabe fertig gemacht?			
Haben wir aufgepasst, dass jeder an die Reihe kam?			
Haben wir uns gegenseitig unterbrochen?			
Sind wir am Thema geblieben?			
Haben wir die Arbeit gleichmäßig aufgeteilt?			
Was können wir nächstes Mal anders machen?			

- Devise with students sentence frames of such comments to be posted for student use.

<i>Ich freue mich, dass du.., Ich finde es gut, Gut Danke</i>	} <i>das Buch/deine Farbstifte mitgebracht hast</i>
---	--

- Students, sitting in groups, will complete an individual assignment, but are encouraged to share ideas and get help from group members.
- Students are responsible for sending a “happy gram” to each member in their class group.

**Evaluate Group Process***Students will be able to:*

- 5.2.4** show appreciation and offer constructive feedback to peers, and seek support from group members (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- follow group instructions needed to complete a task?
- contribute ideas and information?
- take responsibility for assigned role within the group?
- show appreciation for others' contributions?
- offer constructive feedback to group members?
- seek support from group members?
- evaluate personal participation in group work?
- adjust behaviour accordingly?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria, or use a grid like the following to record students' group behaviours.

Unsere Gruppenarbeit				
Datum: _____				
Thema: _____				
Namen	Zeit gut gebraucht	gut zugehört	Ideen geteilt	War hilfsbereit

 **Journals**

Students respond to prompts to write in co-operative learning journals. Such prompts could include:

- *Eine Gruppe funktioniert gut, wenn...*
- *Unsere Gruppe funktioniert am besten, wenn...*
- *Heute habe ich...*
- *Nächstes Mal helfe ich meiner Gruppe wenn ich...*

Students should engage in written dialogue to give positive feedback and suggestions for improving effectiveness of group work.

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.2** Encourage,  
Support, and  
Work with  
Others

**Evaluate Group Process**

*Students will be able to:*

**5.2.4** show appreciation and offer constructive feedback to peers, and seek support from group members (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students brainstorm and draw a list of possible ways the students help each other in class every day. Set up a “Celebration Wall” where students post sketches, poems, or statements that highlight the ways they were helped and how they helped someone else. Students complete statements, with teacher guidance, like the following, and post them on the Celebration Wall.

<b>Anerkennungswand</b>	
Datum: _____	
Heute hat _____ (wer) _____ (was getan) Das finde ich super!	
Unterschrift: _____	
Datum: _____	
Unsere Gruppe hat heute besonders gut funktioniert weil _____ (wer) _____ (was gemacht hat). Das war toll!	
Unterschrift: _____	
Datum: _____	
Heute bin ich froh. _____ (wer) war besonders _____ (wie)	
Unterschrift: _____	

**Evaluate Group Process***Students will be able to:*

- 5.2.4** show appreciation and offer constructive feedback to peers, and seek support from group members (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES **Testing—Whole Class**

Individual accountability may be assessed through regular quizzes and tests. Regular periodic testing helps keep students aware of their responsibility to learn while they are doing group work.

 **Testing—Individuals**

Assess students' accountability for assigned work by calling on individual students from each group to provide an answer to a question. Select randomly.

 **Self-Assessments**

Use a variety of self-assessments to help students become aware of group expectations and to provide personal information. Samples follow on the following pages.



General Outcome

5

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.2** Encourage, Support, and Work with Others

GRADE

**4**

Specific Outcome

**Evaluate Group Process**

*Students will be able to:*

**5.2.4** show appreciation and offer constructive feedback to peers, and seek support from group members (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Teacher's Notes**

**Evaluate Group Process***Students will be able to:*

- 5.2.4** show appreciation and offer constructive feedback to peers, and seek support from group members *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES
 **Self-Assessments (continued)**

**Unsere Gruppenarbeit—Schüler selbstbewertung**

Datum: \_\_\_\_\_

Name: \_\_\_\_\_

Gruppenmitglieder: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_  
 \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Wie war ich?

1. Ich stelle Fragen.

immer	manchmal	fast nie
-------	----------	----------

2. Ich höre gut zu.

immer	manchmal	fast nie
-------	----------	----------

3. Ich teile neue Ideen.

immer	manchmal	fast nie
-------	----------	----------

4. Ich unterstütze die anderen.

immer	manchmal	fast nie
-------	----------	----------

Wie war die Gruppe?

1. Wir stellen Fragen.

immer	manchmal	fast nie
-------	----------	----------

2. Wir hören uns gegenseitig an.

immer	manchmal	fast nie
-------	----------	----------

3. Wir lernen von einander.

immer	manchmal	fast nie
-------	----------	----------

4. Wir unterstützen uns gegenseitig.

immer	manchmal	fast nie
-------	----------	----------

Beantwortet diese Fragen.

1. Vor dem Gruppenprojekt: Wie findest du Gruppenarbeit?

\_\_\_\_\_

\_\_\_\_\_

2. Nach dem Gruppenprojekt: Wie fandest du Gruppenarbeit?

\_\_\_\_\_

\_\_\_\_\_

General Outcome

5

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.2** Encourage, Support, and Work with Others

GRADE

4

Specific Outcome

**Evaluate Group Process**

*Students will be able to:*

**5.2.4** show appreciation and offer constructive feedback to peers, and seek support from group members *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Teacher's Notes**

**Evaluate Group Process***Students will be able to:*

- 5.2.4** show appreciation and offer constructive feedback to peers, and seek support from group members *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES
 **Self-Assessments (continued)**

**Über Gruppenarbeit nachdenken**

Datum: \_\_\_\_\_

Name: \_\_\_\_\_

Alle Gruppenmitglieder unterschreiben \_\_\_\_\_ , \_\_\_\_\_  
 \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Wir war eure Zusammenarbeit? Diskutiert in der Gruppe, welches Kästchen ihr anmalen wollt.

- Wir haben unsere Zeit gut ausgenutzt.  
 immer     manchmal     fast nie
- Wir haben uns gegenseitig geholfen, am Thema und bei der Arbeit zu bleiben.  
 immer     manchmal     fast nie
- Wir haben uns gegenseitig geholfen, die Aufgabe zu verstehen.  
 immer     manchmal     fast nie
- Wir haben uns gegenseitig zugehört.  
 immer     manchmal     fast nie
- Wir haben uns gegenseitig unterstützt.  
 immer     manchmal     fast nie
- Wir haben alle mit Gedanken und Meinungen beigetragen.  
 immer     manchmal     fast nie
- Wir haben die Arbeit gut aufgeteilt.  
 immer     manchmal     fast nie

Beantwortet diese Fragen.

- Ein Problem, das aufgekommen ist, war \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- So haben wir das Problem gelöst \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Sound-Symbol System**

*Students will be able to:*

- 6.1.1** consistently use, in structured situations, all elements of the sound-symbol system

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Introduce the biweekly German “Diktat.” Students practise it and write the “Diktat” test. The “Diktat” uses words from similar forms or based on a theme (e.g., *Adverbien, Weihnachten*). Dictations can also be based on specific phonetic sounds.
- Students sight-read a passage to a parent volunteer.
- Students play *Hangman* in German using words, phrases, and sentences from familiar themes/topics in the classroom.
- With student input, choose words from texts to form the basis for thematic word study activities. Print the words on charts and post them on the Word Wall where students may refer to them during daily reading and writing activities.
- Code German books in the class library according to reading difficulty, and invite students to choose books appropriate to their reading level.
- Students participate in journal writing activities.
- Students can have personal “Vokabelhefte.” These are notebooks in which they record new vocabulary.

**Sound-Symbol System***Students will be able to:*

- 6.1.1** consistently use, in structured situations, all elements of the sound-symbol system *(continued)*

## SAMPLE ASSESSMENT STRATEGIES

**Focus for Assessment**

Does the student:

- pronounce words accurately?
- apply phonetic knowledge accurately when reading?
- apply phonetic knowledge accurately when writing?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. All observations are dated and the context noted. The data should be reviewed to note progress over time and to guide instruction.

 **Anecdotal Records/Running Records**

Record the students' oral reading behaviour as they read a German text. Record miscues as the students read orally. Analyze the behaviours to determine effective and efficient use of cueing systems.

 **Portfolios**

Students choose work samples to show their progress in applying phonetic knowledge of German. Samples can include pre-texts, post-texts, and rough drafts. Students can discuss their progress and make observations about areas that still require improvement.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Vocabulary**

*Students will be able to:*

- 6.1.2** experiment with and use vocabulary and expressions in a variety of classroom, school, and community contexts

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are expected to speak only German in German class. Accountability is built by having a “*Bitte Deutsch*” board where names are written if English is used.
- “*Sag’s auf Deutsch*”: Students are expected to speak only German during class. Students can self-monitor or the teacher can select monitors. Students receive daily points for speaking German and for every 10 points earned, the student receives a “treat” (e.g., “*Sag’s auf Deutsch*” Karten can be given for speaking German and taken away if English is spoken).
- Students write monthly entries in German for their classroom yearbook.
- Students present a German project such as the fairytale unit to another class.
- Students create a poster to display depicting their favorite “*idiomatischer Ausdruck*.”
- Students write a conversation based on questions and answers in a familiar classroom and/or school situation. Students then role-play the situations.
- Invite students to participate in a daily “*Erzählzeit*” activity either at the beginning or at the end of the school day. The activity provides an opportunity for asking and answering questions, sharing personal information, etc. Students refer to thematic vocabulary charts and/or the classroom Word Wall to support conversation.
- Student of the Week: Students bring items to share and prepare a presentation in advance.

**Vocabulary**

*Students will be able to:*

- 6.1.3** use, in modelled situations, specific grammatical elements;  
 use, in structured situations, specific grammatical elements;  
 use, in independent situations, specific grammatical elements *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use vocabulary and expressions appropriately in a variety of classroom and school contexts?
- experiment with German vocabulary and expressions?
- actively participate in classroom activities?
- apply vocabulary learned from one situation to another?
- use the vocabulary from the language ladders?
- add more vocabulary than those found in the teacher generated lists?
- ask for assistance to build/develop new vocabulary, or uses other resources?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Observe as the students present to familiar audiences. Note the appropriate use of vocabulary and expressions. Observations should be dated and progress should be noted.

 **Individual Group Conferences**

Students' role-plays may be recorded and used for individual or group conferences. Use the Focus for Assessment criteria to guide the conference.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

### Grammatical Features

*Students will be able to:*

#### 6.1.3 use, in **modelled** situations, specific grammatical elements:

- tense: present perfect (Perfekt: *bin gegangen, habe gesehen*) and past tense (Präteritum: *ging, sah*)
- prepositions with accusative only and dative only
- sentence structure (subject and direct object)
- imperative (singular – *geh*, plural – *geht*)
- personal pronouns in the accusative and dative
- familiar separable verbs
- possessive pronouns (*unser, euer, ihre*)

#### use, in **structured** situations, specific grammatical elements:

- verb position in subordinate clause (*dass, weil*)
- possessive pronouns (*mein, dein, sein, ihr*)
- verbs (complete conjugation including modals in present tense)
- comparison of adjectives
- inversion for questions (*Hast du . . . ?*) and adverbs of time and place (*Heute ist es . . .*)

#### use, in **independent** situations, the following grammatical elements:

- correct definite and indefinite articles in the nominative and accusative
- prepositions to define spatial relationships
- plural of nouns

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Grammatical elements, which the student is able to use independently and consistently, are to be maintained for the duration of the student's bilingual programming.

**Vocabulary***Students will be able to:*

- 6.1.3** use, in modelled situations, specific grammatical elements;  
use, in structured situations, specific grammatical elements;  
use, in independent situations, specific grammatical elements (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Mechanical Features**

*Students will be able to:*

**6.1.4** use basic German mechanical features and explore their use for effect

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students practise the use of German-style quotation marks by doing a worksheet page in the *Rechtschreibung* notebook.
- Students write short conversations using a picture-writing starter. They use quotation marks.
- As a group or class, students edit an overhead for capitalization of nouns.
- Students create new titles for a story and use the proper capitalization.
- Print simple sentences that have capitalization and punctuation errors. Students read the sentences and identify the errors. They then write the corrected sentences into their notebooks.
- Invite students to read a text passage containing dialogue. Students are asked to highlight the quotation marks and dialogue.
- As the students read an assigned passage on a familiar topic, they mark all punctuation marks and capital letters with a highlighter pen. They compare their work with that of a classmate.
- Prepare a *PowerPoint* presentation with a mixture of correct and incorrect sentences. Each screen contains one sentence. Display each sentence for a short period of time. Students count the number of correct sentences. The student who identifies the most correct sentences wins. Afterwards, students correct the incorrect sentences.

**Mechanical Features***Students will be able to:*

- 6.1.4** use basic German mechanical features and explore their use for effect  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- properly write the months or days of the week or titles *Herr, Frau, Herr Doktor*?
- capitalize nouns?
- recognize quotation marks and apply their use?
- begin a sentence with a capital letter and end the sentence with either a period, question mark, or exclamation mark?
- use a comma when listing a series of objects?
- use commas in a letter?
- use mechanical features for effect?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria, and use the checklist to assess students' proficiency in using basic mechanical features. When this checklist is used regularly throughout the year, it shows progress over time.

 **Conferences**

Conduct conferences with students to determine their use of basic mechanical features, such as capitalization and punctuation. Refer to available work samples.

 **Work Samples**

Collect work samples from students to assess their progress in meeting the criteria set out in the Focus for Assessment.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Discourse Features**

*Students will be able to:*

- 6.1.5** use basic German discourse features in oral, written, and visual texts, and explore their use for effect

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students write a letter to a friend or family member describing their class. Besides using proper letter format, they organize the letter into paragraphs. Students may also correspond with a student in Germany.
- Model discourse markers for the class. Each student creates an oral dialogue using one or more discourse markers and presents it to the class (e.g., *trotzdem, deshalb*).
- Students keep an “expression” list in the back of their word/spelling/dictionary booklet. Three to four expressions are recorded and practised per week. Working in pairs, students have a partner quiz them using the expressions from the booklets.
- Write out a series of sentences with multiple pronouns (e.g., *Sie sagte doch, dass sie es ihm dort geben wollte*). Students invent objects and names, locations, etc., for each item. Students verify that the objects/people are of the correct gender.

**Discourse Features**

*Students will be able to:*

- 6.1.5** use basic German discourse features in oral, written, and visual texts, and explore their use for effect (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use basic discourse features orally?
- recognize and use basic discourse features in written and visual texts?

 **Checklists**

Develop a simple checklist based on the Focus for Assessment criteria. When making observations, note the context and date all observations.

 **Anecdotal Records**

Use the Focus for Assessment criteria to observe and record students' recognition and use of basic discourse features in oral, written, and visual texts. Date and note specific examples to determine students' developing skills in this area.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Listening**

*Students will be able to:*

- 6.2.1** listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students give book talks with questions taken from the audience.
- Students read out loud to the class written presentations that they prepared at home on a specified topic or theme.
- Students share family traditions for the celebrations.
- Students view German videos.
- Students listen to either a poem or brief passage that is read only twice. Students must then sketch and label three items that they recall from the text. Points are given for exact vocabulary reference.
- Invite a guest (or student) who is fluent in German to demonstrate cooking a German dish. Distribute task sheets on which the steps are written in an incorrect order. Students number the steps in the correct order and match pictures of the ingredients to their names, which are in German.

**Listening**

*Students will be able to:*

- 6.2.1** listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- show complete comprehension through oral, visual, and/or written methods?
- recognize key words in a presentation and use them to begin formulating an understanding?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria.

 **Conferences**

Meet with students to check on their understanding of key information they have heard.

 **Response Journals/Reflection Logs**

Students record entries in a learning log following each oral presentation and discussion. The entries may include what students learned about the topic, how they felt about the ideas and information presented, and other questions they may still have about the topic. Conference with the students to review responses and assess how they use their knowledge and listening strategies to learn.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Speaking**

*Students will be able to:*

**6.2.2** produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students prepare a weekly written presentation on a specified topic or question (e.g., *Welche Farbe ist deine Lieblingsfarbe und warum?*).
- Students share a book talk from their books.
- Students present a character description on a character from a book or a movie.
- Students present their Show and Tell items in German.
- Students act out their favorite “*Märchen*” after the unit on German fairy tales.
- Students prepare and make a short oral presentation on a topic of their choice.

**Speaking**

*Students will be able to:*

- 6.2.2** produce, spontaneously and/or with guidance, a short, oral presentation on a familiar topic in a structured situation (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- respond to a question without hesitation?
- volunteer to share ideas?
- ask questions?
- produce more than three sentences without guidance?
- produce more than three sentences with guidance?
- require prompting to produce?
- show confidence in subject matter?

 **Checklists**

Develop a simple checklist based on the Focus for Assessment criteria. When making observations, note the context and date all observations.

 **Anecdotal Notes**

Record information about the students' skills and knowledge during specific sharing situations. Date and describe the context of each sharing. Reviews should be done to note progress over time.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Reading**

*Students will be able to:*

**6.2.3** read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students read and carry out the instructions from the morning message written on the board.
- Students answer questions/complete a cloze with a list of vocabulary based on a reading selection.
- Students complete a Venn diagram after reading two short texts on the same topic.
- Students read selected texts at home and answer the questions provided at the end of each selection.
- Students place a food order after reading a menu.
- Students complete a story organizer after reading a story.
- Invite students to read a story together and then write down the beginning, middle, and end idea of the story. Students then draw a picture for each section.
- Provide students with sentence strips on a familiar theme. Students then sequence the sentence strips to create a short and simple paragraph.
- Invite students to share personal experiences and opinions to contribute to class language-experience charts. These charts are posted in the classroom.
- After reading a text on which minor or major points have been blanked out, initiate conversations with the students about the cueing systems and comprehension strategies they used to make meaning out of the remaining text.

**Reading***Students will be able to:*

- 6.2.3** read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- read and understand a series of sentences in German on a familiar topic in structured sentences?
- read and understand a short text in German on a familiar topic in structured situations?
- read and understand a text in German on a familiar topic in unstructured situations?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria.

 **Conferences**

Conference with the students using a variety of short text and/or series of sentences. Talk with the students about the strategies they used to construct and confirm meaning. Use this information to guide instruction.

 **Response Journals/Reflection Logs**

Maintain running records of how students self-correct, use context cues, and make predictions to aid comprehension before and during reading. Observe students after reading to check whether they can demonstrate understanding of what was read.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Writing**

*Students will be able to:*

- 6.2.4** produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students prepare an entry describing the events from the previous month for their class yearbook.
- Students create a postcard with a scene from their holiday and a message to a friend.
- Students write an acrostic poem for Mother’s Day.
- Students write a journal entry.
- Students write captions for a comic strip.
- Students complete a cloze activity on a familiar topic (e.g., my school clothes; my Halloween costume).
- Students use Descriptive Writing to add descriptive words to a simple paragraph.
- After using a tool such as brainstorming, webbing, or any other organizational tool, students compose a brief paragraph about a topic.
- After a presentation on how to make a craft or follow a recipe, help students rehearse and write the directions. Students may also write the directions to play a simple game.
- Students write a short story or poem using a story or poem studied in class as a model. Examples include:
  - Cinquain poem (verbs, nouns, adjectives can be used)
  - Haiku poetry (syllables, adjectives, nouns, verbs)
  - Fictional storywriting using a “story map”
  - “About the Author”—write a “Pourquoi”
  - Autobiography
- Students write a letter (e.g., an invitation to a party, a report on a holiday).

**Writing**

*Students will be able to:*

- 6.2.4** produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- write a simple text in German on a familiar topic in a structured situation?
- write a simple text in German in an unstructured situation?
- show confidence when expressing himself/herself in written form
- seek assistance or use other resources when producing written work?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. All observations should be dated and the context of observations noted.

 **Rubrics**

With students, generate descriptors for levels of performance that guide students in creating simple texts on a familiar topic. Specific behaviours may be outlined. Students' performances based on the rubric may be placed in their portfolios.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Viewing**

*Students will be able to:*

**6.2.5** view and understand a variety of simple events and/or representations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students view a video (e.g., *Aschenputtel*) and talk about the story. Read the text version of the story, and then compare the film story with the text story by completing a class Venn diagram.
- Students view pictures of scenarios.
- Students view filmstrips without the English soundtrack.
- Students view a number of posters, announcements, and advertisements for upcoming events in the German community, and answer questions about the event.
- Students view a video and read a book that follows the same plot as the video (e.g., *Aschenputtel*).

**Viewing***Students will be able to:*

- 6.2.5** view and understand a variety of simple events and/or representations  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use visual cues to form an understanding after viewing?
- show comprehension through representation?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. All observations should be dated and the context of the observations noted.

 **Journals/Reflections**

After viewing the video *Aschenputtel* and reading the text version of *Aschenputtel*, students write about what they liked the most about each.

 **Work Samples**

Review students' work samples for evidence of understanding of simple events and representations in German.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Representing**

*Students will be able to:*

- 6.2.6** create simple representations of the same familiar ideas, events, and/or information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After the unit on fairy tales, students may choose one of the following methods to represent their favourite fairy tale:
  - big book
  - puppet play
  - comic strips
  - story with illustrations
  - overhead presentation
- Students present a report on a chosen animal using a poster, diorama, or written report.
- Students create a *PowerPoint* presentation in social studies by answering questions they have created. They choose the sequence and pictures they use.
- Students learn or review a German folk song and, with a partner, rewrite the words to the song.
- Students listen to a story and later draw pictures to represent the sequence of events.
- Students present a picture collage about themselves. They include photographs and simple captions.
- Students use a digital camera and take pictures of events at school to create a class memory book. In groups, students prepare simple captions to accompany the photos.
- Students make a video about their school community. They prepare a simple script to accompany the video.
- Students work in groups to represent the same piece of text in different ways. Each group may choose one way to present the same information. Groups share their representations with the rest of the class.
- Help students understand that information can be displayed in a number of ways by modelling the use of graphic organizers such as Venn diagrams, Webs, Mind Maps, Herringbone, and Concept Frames. Then encourage the students to use a variety of forms throughout the year.
- Students draw and label a map of their bedroom, home, school, or classroom. Students share their maps with one another, practising possessive pronouns and prepositions.

**Representing***Students will be able to:*

- 6.2.6** create multiple representations of the same familiar ideas, events, and/or information (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- capture the main ideas in his/her representations?
- in addition to the main ideas, include other relevant details?
- use a variety of forms to represent ideas, information, or events without guidance?
- use a variety of forms with guidance?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Record the context and date all observations.

 **Portfolios**

Students select work samples that show different ways they have organized ideas and information. Students include reasons for choosing each work sample.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Register**

*Students will be able to:*

**6.3.1** experiment with formal and informal uses of language in familiar contexts

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students role-play conversation at a formal dinner party and compare the conversation with casual discussions with friends in the classroom.
- Students view a German video and comment on the form of language.
- Students brainstorm two lists of adjectives. One list is used when describing an object to friends and the second list is used when describing the object to grandparents. For example:

toll	wunderschön

- Invite German senior citizens/grandparents to visit the class. Precede the visit by modelling and discussing respectful language, and encourage students to use respectful language when interacting with guests.
- Students design a mini-poster showing appropriate language and behaviour in a particular context. These posters are shared in class and may be posted and discussed. The posters may be referred to prior to a class field trip or guest speaker.

**Register***Students will be able to:*

- 6.3.1** experiment with formal and informal uses of language in familiar contexts  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- experiment with formal uses of language in familiar contexts?
- experiment with informal uses of language in familiar contexts?
- project his or her voice at an appropriate level?

 **Checklists**

Use checklists based on Focus for Assessment criteria. All observations should be dated and note the context.

 **Response Journals/Reflection Logs**

Students reflect on what they have learned about the use of appropriate words and intonations by recording their thoughts in their journals. Model the process of reflecting, and provide students with sentence starters to assist them.

 **Conferences**

Keep notes on individual students' successes and challenges in adapting language. Share notes with the student and make plans to improve. Conference with students to discuss participation and personal responsibility in the classroom and school community.

General Outcome

6

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**6.3** Sociocultural/  
Sociolinguistic  
Elements

GRADE

4

Specific  
Outcome

**Idiomatic Expressions**

*Students will be able to:*

**6.3.2** use learned idiomatic expressions in new contexts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Using the idiomatic expression from the biweekly *Rechtschreibung* lesson, students make a note to use the expression at least once during the week.
- Students illustrate their favourite idiomatic expression on a poster. (See Appendix B for a list of expressions.)
- Students, working in small groups, role-play simple situations provided to them in which idiomatic expressions can be practised.

**Idiomatic Expressions***Students will be able to:***6.3.2** use learned idiomatic expressions in new contexts (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use idiomatic expressions in a given setting without assistance?
- use idiomatic expressions in a given setting with assistance?
- use learned idiomatic expressions as part of her or his daily conversations?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. All observations are dated and the context of the observations noted.

 **Anecdotal Notes**

Record information throughout the year about the students' ability to understand and use simple idiomatic expressions in German.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Variations in Language**

*Students will be able to:*

**6.3.3** experience a variety of accents and variations in speech

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students view German videos.
- Students read a German story or poem written in dialect and practise reading it out loud.
- Students listen to segments from German radio broadcasts, such as weather reports, interviews, and news broadcasts.
- Students watch segments of a news broadcast from Germany or from a children's program from Germany, noting differences in accents and variations in speech.
- Students listen to recordings of popular German *Märchen*, read by various narrators.
- During Read-In Week, German-speaking parents are invited to read German stories to the class.

**Variations in Language***Students will be able to:***6.3.3** experience a variety of accents and variations in speech (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- willingly participate in listening and viewing activities?
- recognize differences in German accents and variations in speech?
- react positively when presented with variations in speech?

 **Observations/Anecdotal Records**

Observe students as they are exposed to a variety of accents and variations in German speech through a variety of activities and in different contexts. When students listen to a German newscast, interview, or weather broadcast, look for evidence that students are able to:

- identify expressions and vocabulary that vary from one speaker to another
- suggest reasons for differences
- identify differences in pronunciation or intonation



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Social Conventions**

*Students will be able to:*

**6.3.4** recognize verbal behaviours that are considered impolite

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- The class adds to a chart of expressions that are inappropriate with the corresponding appropriate expression (e.g., *Ich bin voll, ich bin satt*).
- Correct a student and model the appropriate phrase. Students then repeat the correct phrase.
- Students are instructed on the various forms of informally and formally greeting people. They practise these forms through simple role-plays in the classroom.
- Provide opportunities for students to role-play situations where different oral forms of address are used for people who are frequently encountered. Scenarios may be real or imaginary. See suggestions for role-playing below. What would you say to another person to show courtesy when:
  - You run into your minister in the mall?
  - She is a new student in your class?
  - A visitor to the school asks directions in the hallway?
  - Your friend wants you to play with him at recess?
  - Your teacher asks you where your homework is?
  - Your grandmother asks you to help?
- Have the students draw a map showing the scenes from stories they have read, listened to, or viewed that deal with people they frequently encounter. After the students draw and cut out the main characters, they move them through locations on the map that represent story events, adjusting the oral forms of address as they meet different people.
- Students receive instruction on the correct usage of the “*du*” and “*Sie*” form, and practise using them. They apply their knowledge when greeting teachers or guest speakers and when on field trips.

**Social Conventions***Students will be able to:***6.3.4** recognize verbal behaviours that are considered impolite (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize verbal behaviours considered impolite?
- address adult and guests formally?
- address people of the clergy using proper titles?
- use vocative form of the name or title when addressing people?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Note the context of the observations. All observations are dated.

 **Anecdotal Records**

Record students' behaviours when addressing people such as guest speakers or field trip attendants.

 **Response Journals/Reflection Logs**

Students record in their journals two or three important behaviours that they need to remember and practise when interacting with others in German in a variety of contexts.

General Outcome

6

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**6.3** Sociocultural/  
Sociolinguistic  
Elements

GRADE

4

Specific  
Outcome

**Non-Verbal Communication**

*Students will be able to:*

**6.3.5** recognize appropriate non-verbal behaviours for people frequently encountered (e.g., interpersonal space and physical contact)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- The class brainstorms for a variety of encounters and presents the wrong and right non-verbal behaviours.
- Students role-play situations in which they use a handshake to greet each other.
- The class discusses other non-verbal behaviours witnessed in various cultures.

**Non-Verbal Communication***Students will be able to:*

- 6.3.5** recognize appropriate non-verbal behaviours for people frequently encountered (e.g., interpersonal space and physical contact) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize appropriate non-verbal behaviours?
- use appropriate non-verbal behaviours in a variety of familiar situations?

**Anecdotal Notes**

Record examples to show how students applied knowledge of, and communicated understanding of, appropriate and inappropriate non-verbal behaviour, both within and outside the school context.

**Response Journals/Reflection Logs**

Have the students write about the differences between appropriate and inappropriate non-verbal behaviours in certain contexts based on what they viewed, and following the class discussion.

**Conferencing**

Conference with the students to check on their understanding of appropriate and inappropriate non-verbal behaviours.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Cognitive**

*Students will be able to:*

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning (e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, students use the actual cognitive strategies that were used.

- Students keep a personal list of words they frequently misspell and refer to it when editing their work.
- Students draw a picture using all the *der* words from a spelling list on the *Diktat*. They then do the same for the *die* and *das* words. Students discuss whether drawing the meaning of words helps them recall meaning. Another way to remember gender is to colour-code the articles.
- The class plays a Bingo game using new vocabulary learned in class. Students discuss whether they learn words better by repeating them in a game or by using a simple word list.
- The teacher and students list unfamiliar words from a reading selection, and students then use their German-English dictionaries to find the meanings. Guide students in how to use a dictionary.
- To a rhythmic beat (clapping, snapping), conjugate a verb and the students repeat. While snapping, say “*ich spiele ...*,” students repeat “*ich spiele ...*,” etc. After students are more proficient with conjugating the verb, give them a pronoun and students will respond with the correct verb form. For example:

Teacher: *er*  
Student: *spielt*

Students then discuss how rhythm aids the memory

- Students make a class strategy mannequin—a life-size drawing of a person whom they name as they please. Throughout the year, as new strategies are discovered, students add them on self-stick notes to corresponding body parts:
  - cognitive—on the head
  - social—on the legs (e.g., to walk toward other people)
  - kinesthetic—on the hands
  - reflective/metacognitive—on the chest
  - etc.
- Students create raps or songs to remember grammatical structures or idiomatic expressions.

**Cognitive***Students will be able to:*

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning (e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of cognitive strategies to enhance language learning?
- use a variety of cognitive strategies to enhance language learning?

 **Checklists**

Using a list of cognitive language learning strategies, keep a list of the students' use of the strategies, with guidance or independently, and track some for frequency.

 **Self-Assessments**

A simple list of strategies can be used by the student for tracking usage and frequency.

 **Portfolios and Conferencing**

Students can select pieces where organizers were used, or where language patterns were tracked, etc. Conference with students, reinforce the good use of strategies, and encourage the use of new strategies.

 **Work Samples**

Checks students' personal dictionaries for evidence that they are:

- adding an increasing variety of words
- correctly matching pictures and labels
- organizing words and phrases in logical ways
- focusing on words that are useful or interesting to them

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Metacognitive**

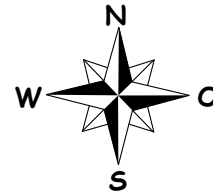
*Students will be able to:*

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning (e.g., make a plan in advance about how to approach a language learning task)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, students use the actual metacognitive strategies that were used.

- Students create an acronym to learn the “*Kompas Rose*”  
Nicht  
Ohne  
Seife  
Waschen
- Students colour-code the gender of nouns in a reading selection (e.g., red is feminine, blue is masculine, green is neutral, and yellow is plural).
- Students create a mobile that shows a verb conjugation.
- Students self-edit a writing selection and make changes using a blue marker.
- After being assigned a task, students spend two minutes writing out a list of steps they plan to follow to accomplish the task. Prior to handing in the completed task, students refer to their plan and note any changes to the list in a different coloured ink to reflect how the plan was actually carried out. In their Response Journal/Reflection Log, students reflect on the difference between the original plan and what actually occurred.



**Cognitive***Students will be able to:*

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning (e.g., make a plan in advance about how to approach a language learning task) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of metacognitive strategies to enhance language learning?
- use a variety of metacognitive strategies to enhance language learning?

**Observations/Anecdotal Records**

Select four or five students per class to observe as they solve problems, monitor their language learning, reflect on their strengths and weaknesses, identify their own needs, and set goals for language learning. Observations should be made over different periods of time in different learning contexts. The information gathered should be dated and be used to enhance or modify future instructions.

**Self-Assessments**

At the end of class, students use checklists to rate their performance on aspects of their daily oral communication. Items may include:

**Meine Arbeit überschauen—Schülercheckliste**

Name: \_\_\_\_\_

Datum: \_\_\_\_\_

Heute...

- habe ich mich freiwillig gemeldet.
- habe ich neue Wörter und Sätze geübt.
- habe ich nur auf Deutsch gesprochen.
- habe ich meine Fehler allein verbessert.
- war ich hilfreich und positiv.

**Conferences**

Conference with students to share observations and to invite students to share their personal reflections on their progress as a German-language learner. Discuss with students areas they have identified for improvement, and provide direction, encouragement, and feedback on progress.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Social/Affective**

*Students will be able to:*

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning (e.g., work co-operatively with peers in small groups)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, students use the actual social/affective strategies that were used.

- Students create a script which demonstrates a social situation (e.g., setting a table). They present the play to the class.
- Students complete a social studies worksheet/project in a co-operative learning group.
- A group of students researches a topic and chooses how to present the information to the class.
- After reading and discussing a story in the German reader, students reread the selection with a partner.
- Students participate in an Author's Chair activity by reading completed works or works-in-progress to classmates. After reading, the author asks for feedback from classmates, making use of vocabulary charts compiled earlier. Midway through the activity, have students refer to lists of learning strategies to discuss what they learned and what learning strategies were used in the activity.

**Social/Affective***Students will be able to:*

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning (e.g., work co-operatively with peers in small groups) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of social and affective strategies to enhance language learning?
- use a variety of social and affective strategies to enhance language learning?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and note the context of all observations. Review the checklists periodically to note progress over time.

 **Portfolios**

Sessions may be recorded for more detailed observations or for review with students during conferencing.

 **Anecdotal Records**

When students are working on assigned tasks, such as the newspaper assignment, note the extent to which they:

- approach tasks with confidence
- persevere, trying different approaches or strategies when having difficulty
- tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge

 **Self-Assessments**

Students complete a strategy-use inventory such as the one found in Appendix E.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Interactive**

*Students will be able to:*

**6.5.1** identify and use a variety of interactive strategies (e.g., use the other speaker's words in subsequent conversation)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, students use the actual interactive strategies that were used.

- Students give a book talk on their silent reading book and then answer questions posed by classmates.
- Students interview a classmate and present him or her to the class.
- Provide students with an explanation and they then repeat the information to a partner.
- Have students practise phrases that would be used to get help or clarification (e.g., *Ich verstehe nicht. Helfen Sie mir bitte?*).
- Pairs of students practise discussing the details of a picture they are looking at. When one student is unsure of a word, he or she gets it from the other student, the description flows without a break.
  1. *Schüler: Hier ist Vater Kaiser. Er kommt nach Hause. Er sieht seine Frau. In der Hand hat sie etwas. Ich weiß nicht was es ist.*
  2. *Schüler: einen Hammer*
  1. *Schüler: Danke, in der Hand hat sie einen Hammer und...*
- Prepare a range of flash cards depicting common household objects for which students may not know the name. Students play a modification of charades in which instead of acting an object out, they describe its use and appearance.

**Interactive***Students will be able to:*

- 6.5.1** identify and use a variety of interactive strategies (e.g., use the other speaker's words in subsequent conversation) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of interactive strategies?
- use a variety of interactive strategies?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria to conduct a more structured assessment. Each observation should be dated and the context noted. Note progress over time.

 **Anecdotal Records**

Observe students during their interactions with classmates. Assessment should focus on students' abilities to interpret and use interactive strategies to communicate, such as strategies modelled in class when communication breaks down. Date and record the context of the observations.

 **Self-Assessments**

Students complete a strategy use inventory.

SAMPLE **RESOURCES**

Kozzatz, H. Dackel Willi, und Familie Kaiser. München: Tomus Verlag. ISBN 3-8231-0200-1.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Interpretive**

*Students will be able to:*

- 6.5.2** identify and use a variety of interpretive strategies (e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, students use the actual interpretive strategies that were used.

- Before listening to a guest speaker, show students how to take in information from a specific focus or question in the presentation.
- While watching a video, students use visual clues such as facial expressions or actions to follow the plot.
- Students make predictions about what will happen next while the teacher is reading a book.
- Students write a new ending for a story they are reading.
- Students write a letter from the point of view of a fictional character.
- Students write a letter to a fictional character.

**Interpretive***Students will be able to:*

- 6.5.2** identify and use a variety of interpretive strategies (e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- listen selectively based on purpose?
- make predictions based on prior knowledge?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date and record the context of all observations. The data should be reviewed to note progress over time and to guide instruction.

 **Anecdotal Records/Running Records**

Maintain running records of how students self correct, use context cues, and make predictions to aid comprehension before and during reading. Observe students after reading to check whether they can demonstrate understanding of what was read.

 **Self-Assessments**

Students complete a strategy.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Productive**

*Students will be able to:*

**6.5.3** identify and use a variety of productive strategies (e.g., use various techniques to explore ideas at the planning stage)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, students use the actual productive strategies that were used.

- Students create an outline to organize the ideas for their yearbook page.
- Students use a story organizer before they write their stories.
- Working with a partner, students draw a web with information about their research topic.
- Students take notes while watching a science video.
- After viewing different cultural texts such as alphabet books, numerical books, or holiday books, students create their own texts following a chosen pattern.
- After studying a poetic form, students follow the patterns found in the poem as a model for writing their own poem.
- Students use a variety of resources in the classroom such as personal and commercial dictionaries, word charts, and grammar charts to edit and revise an original text.

**Productive***Students will be able to:***6.5.3** identify and use a variety of productive strategies (e.g., use various techniques to explore ideas at the planning stage *(continued)*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of productive strategies to create new texts?
- use a variety of productive strategies to create new texts?
- make familiar sentence patterns to create new sentences?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

 **Conferences**

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the production strategies that were taught and practised in class.

 **Self-Assessments**

Students complete a strategy use inventory.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Cognitive**

*Students will be able to:*

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning (e.g., focus on and complete learning tasks)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, students use the actual cognitive strategies that were used.

- Students use a student's agenda to log assignments.
- Students use a KWL (WML) chart when listening to a German novel or beginning to study a new topic.
- Instruct students to review for a test by highlighting main ideas in their notes.
- Students use familiar words from English to help memorize vocabulary (e.g., *Landschaften* and *Landscapes*).
- Students use key questions to find information for a research topic in *Indianer der Ebene*.

**Cognitive***Students will be able to:*

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning (e.g., focus on and complete learning tasks) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of cognitive strategies to enhance general learning?
- use a variety of cognitive strategies to enhance general learning?
- use graphic organizers effectively?
- focus on completing a learning task?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

 **Work Samples/Portfolios**

Students select samples of completed work such as the KWL (WML) chart, mind map, or web that represent their ability to use graphic organizers effectively to help make information in German easier to understand and remember. Samples should reflect progress over time. Students should provide reasons for their choices.

 **Self-Assessments**

Students complete a strategy use inventory.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Metacognitive**

*Students will be able to:*

**6.6.2** identify and use a variety of metacognitive strategies to enhance general learning (e.g., divide an overall learning task into a number of sub-tasks)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, students use the actual metacognitive strategies that were used.

- Students fill out an interest survey and compare it with their classmates' surveys.
- Students journal what they learned today.
- Students self-edit a piece of writing.
- Students write a plan for how they will complete a project.
- Students, with teacher guidance, develop criteria for evaluating their own work.
- Invite students to contribute their ideas when creating class charts (e.g., what a good reader/writer does).
- Students, working in groups, take time to create a logical plan about how to approach a learning task. After the task is complete, students assess their original plan and discuss other possible choices or improvements.

**Metacognitive***Students will be able to:*

- 6.6.2** identify and use a variety of metacognitive strategies to enhance general learning (e.g., divide an overall learning task into a number of sub-tasks)  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of metacognitive strategies to enhance general learning?
- use a variety of metacognitive strategies to enhance general learning?
- decide to attend to a learning task?
- make plans in advance or before attending to a learning task?
  - use the plan?
  - reflect on the plan?
  - see the value in a plan?
- with guidance, reflect on learning tasks?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

 **Self-Assessments/Self-Reflections**

Guide students to reflect on the activities and Focus for Assessment criteria. Assist students in focusing on how they are performing, and to provide the language to reflect on and communicate information in German. Provide frameworks that include sentence starters and rating scales. It may be necessary to have students reflect and write journal entries or self-assess in English on occasion in order for students to express their thoughts clearly and concisely.

 **Self-Assessments**

Students complete a strategy use inventory.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Social/Affective**

*Students will be able to:*

- 6.6.3** identify and use a variety of social and affective strategies to enhance general learning (e.g., choose learning activities that enhance understanding and enjoyment)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, students use the actual social/affective strategies that were used.

- Students complete a German story analyzer in a cooperative learning group.
- Students work in groups to prepare a presentation on *Indianer der Ebene* to the class.
- Invite students to brainstorm words and phrases that would assist them to work cooperatively with other students. These phrases are posted in the classroom for future reference.

**Social/Affective***Students will be able to:*

- 6.6.3** identify and use a variety of social and affective strategies to enhance general learning (e.g., choose learning activities that enhance understanding and enjoyment) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of social and affective strategies to enhance general learning?
- use a variety of social and affective strategies to enhance general learning?

**Observations/Anecdotal Records**

Observe students as they work in cooperative groups to solve problems or complete assigned tasks. Target their observations by selecting four or five students per class and one or two specific outcomes to observe. Develop a data-gathering system such as a clipboard for anecdotal notes, a checklist based on the Focus for Assessment criteria, or a video or audio recorder. All observations are dated and the context of the observation is noted.

**Self-Assessments**

Students complete a strategy use inventory.

**Conferences**

Conference with individual students or with a group of students to share observations, encourage students, and provide guidance and feedback.

General Outcome

7

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an independent and multicultural global society.*

7.1 Self-Identify

GRADE

4

Specific Outcome

**Valuing German Language and the Cultures of German-Speaking Peoples**

*Students will be able to:*

**7.1.1** recognize and appreciate various elements of the cultures of German-speaking peoples

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students brainstorm all of the German cultural practices they know. They prepare a KWL/WML chart.
- Invite guest speakers from the German community.
- Invite a dance group, such as the *Schuhplattler*, into the school to dance.
- Students put shoes out on desks on the afternoon of December 5 in preparation for St. Nikolaus on December 6.
- Students make an *Adventskalendar* for December and decorate an *Osterbaum* at Easter.
- Students research a German composer or artist and create a poster about his life.
- Students research regional German dishes and create a class cookbook.

**Valuing German Language and the Cultures of German-Speaking Peoples***Students will be able to:*

- 7.1.1** recognize and appreciate various elements of the cultures of German-speaking people *(continued)*

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify various elements of culture generally?
- identify various elements of German culture specifically?
- share ideas and opinions willingly?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Circulate among the class to observe behaviours, and use checklists to record observations. Date each observation.

 **Anecdotal Records**

As students discuss German cultural events and customs, note evidence of their interest and understanding, such as:

- asking questions of one another
- volunteering information about their own families and communities
- speculating about reasons for particular customs or behaviours
- offering to find the answers to questions
- volunteering information they have discovered about the German language and culture

(Adapted from *Languages Template*, Ministry of Education, Skills and Training, British Columbia, 1997.)

 **Self-Assessments**

Students complete self-assessments that indicate their recognition and appreciation of the German language and culture. Provide prompts to guide the students.

 **Response Journals/Reflection Logs**

After each activity, students record personal reflections in a journal. Review these entries and provides positive feedback and support where needed.

 **Conferences**

Conference with students to discuss participation, recognition, and appreciation of the German language and culture.



General Outcome

7

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an independent and multicultural global society.*

7.1 Self-Identify

GRADE

4

Specific Outcome

**Valuing Bilingualism/Multiculturalism**

*Students will be able to:*

**7.1.2** participate in activities that promote and celebrate the bilingual/multicultural education experience

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- The school participates in a special food day with food such as *Sauerkraut* and *Wurstchen*.
- During the dance unit, students learn dances from various cultures.
- Students participate in an exchange with another bilingual class and share a cultural activity, dance, art idea, or song.

**Valuing Bilingualism/Multiculturalism***Students will be able to:*

- 7.1.2** participate in activities that promote and celebrate the bilingual/multicultural education experience *(continued)*

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate willingly in bilingual/multicultural celebrations and activities?
- recognize the benefit of knowing another language?
- express an appreciation of learning a second language?
- show enthusiasm and participate in learning about other language/cultural groups?
- show enthusiasm in sharing knowledge of German language and culture with other ethnic/language groups?

**Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

**Anecdotal Notes**

Record examples of students' behaviours based on the Focus for Assessment criteria. Use the data to conference with students.

**Journals**

Students respond to prompts to write in their journals. Prompts include:

*Ein Land—viele Sprachen und Kulturen*

*Was wir heute gesehen/gelesen/gehört haben:* \_\_\_\_\_

*Was ich davon gelernt habe:* \_\_\_\_\_

*Was ich toll daran finde:* \_\_\_\_\_

*Was ich noch darüber lernen möchte:* \_\_\_\_\_

**Self-Assessments**

Students complete a self-reflection following participation in an activity involving another culture. Respond to the students' self-reflections with positive feedback.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an independent and multicultural global society.*

**Historical Elements**

*Students will be able to:*

- 7.2.1** explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [*Ostern*], music, dance, art, literature, food, etc.)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Read to the class about the origins of the Easter traditions in German. Students chart past and present traditions.
- Play music from various German composers during silent reading or art. Students choose their favourite composer and write, in German, about how the music makes them feel and what they like about some of the pieces.
- Students read about traditional Christmas traditions and compare them to how their family celebrates Christmas today.
- Students choose a German composer/artist to research and then write a short report about the artist's life.
- Students perform a play/musical about German composers.
- Students interview their parents or grandparents to trace their family's history or journey on a map of Canada or the world.
- Students listen as a guest speaker talks about the history and evolution of the local German community.

**Historical Elements***Students will be able to:*

- 7.2.1** explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [*Ostern*], music, dance, art, literature, food, etc.) (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore historical elements, events, and figures of the German language and culture in his/her community?
- explore the development of the German language and culture in his/her community/province?
- participate willingly in cultural activities?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

 **Anecdotal Records**

Observe how the students participate in activities and experiences that reflect traditional elements of the German language and culture, and include the context of all the observations.

 **Self-Assessments**

Students complete a self-reflection following participation in a traditional German activity. Respond to the students' self-reflections with positive feedback.

 **Conferences**

Conference with students to discuss and provide feedback regarding their participation and experiences in traditional German language and cultural activities.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an independent and multicultural global society.*

**Contemporary Elements**

*Students will be able to:*

**7.2.2** explore elements in the immediate environment that reflect the contemporary features of German culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Invite a recent German immigrant into the classroom to speak to the students about life today in Germany.
- Show a German video from a present-day television program. The class creates a Venn diagram comparing and contrasting the lifestyles in Canada and in Germany.
- Students listen to a German radio station while doing art.
- Students watch a pre-taped German children's program looking for background artifacts that are not typically seen in Western Canada (e.g., window ledges, door levers, house styles, new products in advertisements, etc.).

**Contemporary Elements***Students will be able to:*

- 7.2.2** explore elements in the immediate environment that reflect the contemporary features of German culture (see example above) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore contemporary elements, events, figures, and cultural developments of the German language and culture?
- actively participate in classroom activities and discussions?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

 **Anecdotal Records**

Observe how the students participate in activities and experiences that reflect contemporary elements of the German language and culture, and include the context of all the observations.

 **Self-Assessments**

Encourage self-assessment by asking students to keep up-to-date personal records of interesting facts about German culture and the German speakers. Students review their interesting facts from time to time in response to encouragement.

 **Conferences**

Conference with the students to discuss and provide feedback regarding their participation and experiences in contemporary German language and cultural activities.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an independent and multicultural global society.*

**Diversity**

*Students will be able to:*

**7.2.3** explore diversity of German culture in the immediate environment

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students compare German and Canadian traditions followed in their homes, such as Christmas, tooth fairy, etc.
- Read a selection from the reader that is written in a German dialect. The class discusses the meaning and differences in the text.
- Students interview relatives to find out the new “cool” words used by German young people.
- To show diversity in language, provide opportunities for students to view German television programs, videos, or listen to German radio programs. Also, invite a variety of guest speakers to present or read to the students.
- Students compare websites for children from Germany, Switzerland, and Austria that are similar to Canadian websites.
- Students make a collage of local German-speaking businesses and institutions from ads in local German newspapers.
- Students search for jump-sites listing links to German-Canadian organizations. They compare the nature of these organizations to American jump-sites. They discuss whether immigrants to both countries have similar needs and interests.

**Diversity***Students will be able to:***7.2.3** explore diversity of German culture in the immediate environment (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- show an understanding and appreciation for diversity of the German language and culture in his/her community?
- identify elements of the German culture?
- actively participate in activities representing German culture?

 **Checklists**

Observe students in activities where there is cultural and linguistic diversity. Develop checklists based on students' participation, recognition, and understanding of diversities. Observe students as they engage in discussion. Date and include the context of each observation.

 **Anecdotal Records**

Record examples of the students' behaviours based on the Focus for Assessment criteria. Use the data to conference with the students.

 **Response Journals/Reflection Logs**

After each activity, students record personal reflections regarding the diverse elements of the German language and culture. Review these entries and provide positive feedback and support where needed.

 **Conferences**

Conference with students to discuss and provide feedback regarding their skills at identifying diverse elements of the German language and culture.



*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an independent and multicultural global society.*

**Change**

*Students will be able to:*

**7.2.4** explore and reflect on change within one's own immediate environment

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create a mobile to show how their interests have changed since Kindergarten. Pictures are labelled in German.
- Students create a collage that shows pictures of them with their family since they were born. They give a short oral presentation to explain the pictures to the class.
- Looking at examples of historical and contemporary text, such as children's rhymes, students share how they think, speak, their vocabulary, their pronunciation, etc., influence one's understanding.
- Students look at a map of their community today. They compare it with one from the year in which they were born and then compare it to a map from twice that many years ago. They chart the changes.
- Students prepare interview questions to ask a guest speaker who has been in the community for a long time.

*Wann sind Sie nach ... gekommen?*

*Was hat damals eine Flasche Milch gekostet?*

*Wo haben Sie damals eingekauft?*

*Wie sind Sie von zu Hause zur Arbeit gekommen?*

*Wo haben Sie gewohnt?*

*Was hat damals ein neues Haus/Auto gekostet?*

*Was konnte man damals am Abend machen?*

*Was konnte man damals am Wochenende machen?*

*Welche Musik war damals modern?*

*Welcher Film war damals modern?*

*Haben Sie Fotos von damals?*

*Wie ist man damals nach Europa gereist?*

*Sind Sie hier zur Schule gegangen?*

*Wie haben Sie Englisch gelernt?*

*War das leicht oder schwer?*

*Gab es damals Telefone oder Fernseher?*

*Wo waren damals die Stadtgrenzen?*

*usw.*

**Change***Students will be able to:***7.2.4** explore and reflect on change within one's own immediate environment  
*(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore changes within his/her own family and community?
- reflect on changes within his/her own family and community?

 **Anecdotal Records**

Record examples to show how the students identified changes in the German language and culture. Date and record the context of the observations.

 **Checklists**

Develop checklists based on the ability of students to identify changes in the German language and culture over time. Date and record the context of the observations.

 **Conferences**

Conference with students to determine their skill in reflecting on and identifying changes in the German language and culture over time. Provide feedback and guidance.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an independent and multicultural global society.*

**Valuing Diversity**

*Students will be able to:*

**7.3.1** explore diversity in the broader community and reflect on its personal significance

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students brainstorm on how the community shows respect for different cultures (e.g., a number of different churches, synagogues, and mosques in a small area).
- Class participates in a school-wide food fair where food is brought by families from different ethnic backgrounds.
- Students work in pairs to role-play a situation in which one person requires assistance from another (e.g., a new student to the school, a person with crutches, etc.). Encourage students to share how they helped each other and how they felt when they were helping.
- Students, working in small groups, organize a food-bank drive. One group prepares a poster in both English and German. Another group prepares a write-up for a school newsletter, etc.
- Students participate in a “buddy reading” program in which they read to a younger student in German or listen to a younger student read to them in German.

**Valuing Diversity***Students will be able to:*

- 7.3.1** explore diversity in the broader community and reflect on its personal significance (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- require motivation to help members of the class?
- show a positive response after having assisted someone (e.g., by responding in a journal)?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 **Anecdotal Records**

Record examples of the students' behaviours when experiencing helping others.

 **Self-Assessments**

Students complete self-assessment forms to self-report on experiences where they helped others and the results of helping others.

 **Journals**

Students respond to prompts to write in their journals. Prompts include:

- *Heute habe ich \_\_\_\_ geholfen \_\_\_\_ zu \_\_\_\_.*
- *Dabei habe ich mich \_\_\_\_ gefühlt.*
- *Dadurch habe ich auch etwas über die Hilfsbereitschaft gelernt, nämlich \_\_\_\_\_.*

Engage students in written dialogue to give positive feedback and suggestions.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an independent and multicultural global society.*

**Valuing Similarity**

*Students will be able to:*

**7.3.2** explore similarities in the broader community and reflect on their personal significance

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Read a book about a family from a different cultural group, and the class discusses what similarities there are to their own lives.
- Using graphic organizers such as Venn diagrams, students look at the similarities between life in Quebec and Manitoba.
- Students choose another cultural group such as Germans in Waterloo, ON, Lunenburg, NS, Toronto, ON, Edmonton, AB, Pennsylvania, Texas, New York State, Florida, Ohio, California, etc., and compare the similarities to our Manitoba German culture. They search out names of German cultural religion and educational organizations to see if there are similarities wherever German immigrants settled.
- Students research the Christmas traditions practised by people of another culture, and compare the similarities to German Christmas traditions (e.g., *Spatzenmilch und Teufelsdreck* by Ghazi Abdel-Qadir or *Ganesh oder eine neue Welt* by Malcomn J. Bosse).

**Valuing Similarity***Students will be able to:***7.3.2** explore similarities in the broader community and reflect on their personal significance (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- require motivation to help members of the class?
- show a positive response after having assisted someone (e.g., by responding in a journal)?

 **Checklists**

Create an appreciating similarities checklists to determine students' developing skills in exploring diversity and in reflecting on its significance to themselves. This data can be used for conferencing.

 **Anecdotal Records**

While observing discussions, note and record the comparisons students make between their lives and those portrayed by members of the immediate community. Date and record the context of observations.

 **Conferences**

Conference with the students to discuss the results of the Venn Diagram and its significance to them. Provide feedback and suggestions.

 **Response Journals/Reflection Logs**

Respond to the students' dialogue journals to provide positive feedback and support with regard to their reflections on the activity and its significance to them.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an independent and multicultural global society.*

**Contributing to Community**

*Students will be able to:*

- 7.3.3** demonstrate desire to assist others and contribute to classroom and school activities

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students visit a nearby seniors' complex and interview the residents about life in the past and/or entertain the seniors with singing.
- Students read a biography on a famous person and then have a Biography Fair. Students prepare an oral presentation and create a poster to display. They dress up as the person they researched. Other students and parents are invited to visit.
- Students plan, organize, and perform at a school assembly.
- As part of the Grade 4 "Waste and our World" unit, students organize a school yard clean up.
- Share a biography about an interesting athlete, scientist, author, musician, or artist, preferably of German descent. Working in cooperative learning groups, students complete a follow-up activity (e.g., make a poster, create a display table, prepare an illustrated timeline, or a collage using words and phrases highlighting that person's talents and contributions). Students invite other classes to visit and view their work.
- Lead students in a discussion about the roles and responsibilities students in Grade 4 might have in their home, school, and community. Record student contributions on the white/black board. Students create a web entitled "*Meine Pflichten*" showing 5 to 10 responsibilities they have at home, at school, and in the community.
- The class collects food items to contribute to the Food Bank.

**Contributing to Community***Students will be able to:***7.3.3** demonstrate desire to assist others and contribute to classroom and school activities (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- show respect for his/her school community?
- demonstrate responsibility in the classroom community?
- cooperate during group work?
- demonstrate understanding of the roles and responsibilities of self and group members?

 **Checklists/Anecdotal Records**

Create a checklist based on the Focus for Assessment criteria. Date each observation and note its context. This data can be used for conferencing with students.

 **Self-Assessments**

Students complete self-assessment forms to self-report on personal contributions to group tasks. Students use checklists, diaries, or learning logs.

 **Quick Checks**

Use a Quick Check to determine how students feel about the way they worked on a cooperative activity. Students show a “thumbs up” if their group worked well. They show a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick Checks may be used when time does not permit using an extended checklist.

 **Work Samples**

Assess students’ posters, looking for evidence that the information is:

- accurate and complete
- displayed in a logical way to enhance meaning
- written in understandable German



*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an independent and multicultural global society.*

**Responsible Citizenship**

*Students will be able to:*

- 7.4.1** respect the feelings, rights, and property of others, and accept responsibility for their own actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students work in pairs and act out a situation where someone is respecting or not respecting the feelings and rights of others. For example:
  - taking someone’s belongings
  - showing the importance of classroom jobs (e.g., What happens when students do not do their jobs?)
  - bullying another student
- Students discuss the responsibility of behaviour during lunch time and create a plan for the classroom.
- Students help create the classroom procedures and prepare posters as reminders.
- Students develop a poetic list of humorous consequences to misbehaviours.  
*Wenn ich \_\_\_\_\_ dann \_\_\_\_\_ mich.*

**Responsible Citizenship***Students will be able to:*

- 7.4.1** respect the feelings, rights, and property of others, and accept responsibility for their own actions (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate respect for the feelings, rights, and property of others?
- accept responsibility for his/her actions?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Observe students as they engage in activities that demand decision making and choices.

 **Self-Assessments**

Students complete self-assessments that indicate their ability to make decisions and their willingness to accept responsibility for their actions and behaviours.

 **Work Samples**

Assess students' posters, looking for evidence that the information is:

- accurate and complete
- displayed in a logical way to enhance meaning
- written in understandable German
- is providing evidence of student reflection on the feelings, rights, and property of others

 **Conferences**

Conference with students to reinforce positive behaviour and to provide feedback on students' abilities to make informed decisions. Check for discrepancies between students' self-assessments and the behaviours that are actually observed.

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**Interdependence**

*Students will be able to:*

- 7.4.2** recognize that people must depend on others to meet their needs; recognize the effects of their actions on others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students create a science poster by dividing up the jobs. For example:
  - one student draws the titles
  - one student draws the illustrations
  - two students write up the information
- Students draw a flow chart to show the interdependence among people buying milk in a city.
- Students write up a decision-making organizer to show the consequences of allowing motorboats on a lake.
- Cooperative Learning: Within a group, each group member has his/her own responsibility. For example:
  - Student 1 – Vorleser
  - Student 2 – Schreiber
  - Student 3 – Vorsteller
  - Student 4 – Zeitwächter
- Students make a T-chart listing how they help others and how others help them.

**Interdependence***Students will be able to:*

- 7.4.2** recognize that people must depend on others to meet their needs; recognize the effects of their actions on others (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify the advantage of working cooperatively and collaboratively with others?
- recognize that people must depend on others to meet their needs?
- recognize the effects of his/her actions on others?
- participate in self-reflection and debriefing?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Use the checklist during small group work to observe behaviours.

 **Quick Checks**

Use a Quick Check to determine how students feel about the way they worked together on a cooperative activity. Students show a “thumbs up” if their group worked well. They show a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick Checks may be used when time does not permit using an extended checklist.

 **Self-Assessments/Group Assessments**

Students complete self-assessments and group assessments at various stages of group work. Criteria for the self-assessments should be based on the guidelines set at the beginning of the year for collaborative group work. These self-assessments may be placed in the students’ portfolios.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an independent and multicultural global society.*

**Intercultural Skills**

*Students will be able to:*

**7.4.3** engage in activities that reflect other perspectives or ways of doing things

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students learn to say “hello,” “goodbye,” “please,” and “thank you” in other languages.
- Students learn to eat with chopsticks.
- Students visit the Ukrainian Cultural Heritage Centre or the Japanese Cultural Centre.
- Students watch a video about Bon Homme and Quebec’s Winter Carnival.
- Following a discussion in a health class to promote tolerance and understanding of others and to contribute to making the school a positive place for everyone, students create posters with positive messages on cooperation, cross-cultural understanding, and friendship. Provide language support for this activity by having students brainstorm appropriate and effective slogans, words, and phrases. Record these in German and post them in the classroom for student reference. Students share their posters with their classmates, and then post them around the school for visitors and other German bilingual students to view.
- Students develop pen-pal relationships with bilingual students from another language program. Monitor the correspondence and suggest dialogue on topics such as how special events are celebrated, what leisure activities they engage in, what cultural traditions are observed, what foods they eat, etc. Students share this information with their classmates. (See [www.auslandschulwesen.de](http://www.auslandschulwesen.de).)
- For Read-In Week, students prepare a book display that shows different ways of opening books and reading texts (e.g., Japanese, Arabic, and other examples are used). Students can plan to write letters to schools, libraries, or institutions that might lend such items for a display.

**Intercultural Skills***Students will be able to:*

- 7.4.3** engage in activities that reflect other perspectives or ways of doing things  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- engage in activities that reflect other ways of doing things?
- engage in activities that reflect other perspectives?
- demonstrate tolerance for differing viewpoints and perspectives?

 **Checklists**

Observe students in a variety of contexts over time to determine whether they recognize and accept differences in the abilities and characteristics of others. Review data using a checklist based on the Focus for Assessment criteria to note students' behaviours over time.

 **Anecdotal Records**

Observe and make anecdotal notes to record students' behaviours during a variety of activities that involve working with others to assess their acceptance of differences in the characteristics and abilities of others.

 **Work Samples: Posters**

Assess students' posters for evidence that students:

- use key words and phrases in German that describe his/her feelings about respecting and accepting others
- convey accurate information by combining appropriate pictures, illustrations, words, and phrases
- use correct mechanics and grammatical structures
- use correct spelling

 **Work Samples: Pen-Pal Letters**

Look for the following evidence when editing/assessing the students' letters to their pen pals:

- information is appropriate, relevant, and clear
- students share information about family, school, or community
- students ask appropriate, relevant questions about the pen pal
- spelling and mechanics are accurate
- students use a variety of vocabulary and structures reviewed in class

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**Future Opportunities**

*Students will be able to:*

**7.4.4** identify personal strengths and areas for development; establish personal goals and action plans

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students write a plan for using German in the community. For example:
  - visit Oma and read a story I wrote in German
  - teach some basic vocabulary to my neighbour.
- Students poll their parents about opportunities for someone who is bilingual. The next day, in class, students create a chart showing the possibilities. Each student then writes about the opportunities that interest them and why.
- After the first reporting period, students choose an area of German language arts and write a goal and a plan for the next reporting period (e.g., “I will improve my mark on Diktats by practising my Diktat every Monday and Wednesday after school.”).
- Students list ideas of how/where they can use their German language skills in the present and future. For example:
  - travelling
  - meeting other German bilingual students
  - meeting visitors from Germany
  - working as a travel agent, translator, tour guide, etc.
  - opening a restaurant in Germany
  - joining a German choir, drama troupe, or organization
- Students brainstorm a list of personal goals a Grade 4 student might have. Record the students’ ideas in German on poster paper. In small groups, students work together to sort the list of goals into long-term and short term goals. Choose one goal from the list and model how to use a goal-setting sheet to set a goal and action plan. Students choose one short-term and one long-term goal and use the goal-setting sheet to write up each of these goals.
- Invite students to reflect on personal strengths by completing a simple inventory that addresses a number of different areas such as home, school, sports, friendships, etc. In small groups, students share one or two things they feel they are good at.
- Students write a list in German or select from a checklist what they perceive to be their strengths and weaknesses, academically, socially, practically. Write back and provide feedback.

**Future Opportunities***Students will be able to:***7.4.4** identify personal strengths and areas for development; establish personal goals and action plans (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify personal strengths?
- identify personal areas for improvement and/or change?
- set personal goals?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date and note the context of all observations.

 **Self-Assessments**

Students reflect on their progress toward meeting their personal goals using simple sentence starters or forms.

 **Conferences**

Meet with students to discuss their progress towards the goals they set for themselves at the beginning of the year. Provide feedback, suggestions, and encouragement.

 **Response Journals/Reflection Logs**

Using the goal-setting sheet developed in class, students write a short sentence or two reflecting on their progress toward achieving their goal.



*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Express Ideas**

*Students will be able to:*

- 1.1.1** use personal experiences as a basis for exploring and expressing opinions and understanding

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm ideas about a particular weather phenomenon, drawing on personal experience, study of the weather, and previous experiences with texts. They read a poem relating to this phenomenon, and relate the ideas in the poem to their brainstorming.
- Students stand outside on a windy day and, through their senses, focus on experiencing the effects of the wind. They select some observations and write about or represent them.
- In small groups, students role-play restaurant scenarios, applying their personal experiences and knowledge of restaurant etiquette (e.g., acceptable behaviour, table manners, noise level, attire, and tone of voice). Using a Fish Bowl strategy, the class discusses the role-play.
- When participating in a class discussion, students talk about the times when they made new friends and the importance of having and keeping friends.
- Select quotations from a short story, novel, or video, and have students list character traits that the characters' words portray.
- Students, working with a partner, complete a Prediction Chart on what the characters and plot may be like by only looking at pictures. Once their chart is completed, they read the story.

	<i>Hauptfigur</i>	<i>Handlung</i>
<i>Was ich erwarte</i>		
<i>Was passiert ist</i>		

**Extend Understanding***Students will be able to:*

- 1.1.1** ask basic questions to clarify information and develop new understanding  
*(continued)*

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student:

- use personal experiences as a basis for exploration of ideas and texts?
- use personal experiences as a basis for making predictions about individuals and situations in texts and in his/her own life?
- express opinions based on personal experiences?
- articulate understandings based on personal experiences?
- demonstrate active listening skills and strategies?
- demonstrate willingness to integrate others' ideas with personal opinions?

**Checklists for Group Process**

When students are engaged in activities in which they exchange or share information or experiences, base observations on student discussion behaviour on criteria that are familiar to the students, such as:

- *beteiligt sich aktiv*
- *gibt Beispiele aus persönlicher Erfahrung*
- *stellt Fragen, um die Erfahrungen anderer zu hören*
- *lässt andere an die Reihe kommen*
- *spricht fehlerfrei*
- *spricht ohne viel zu zögern*
- *hält das Gespräch in Gang*
- *ist bereit, sprachlich Neues zu probieren*

**Conferences**

Conference with the student to provide specific feedback. Encourage the student to think of ways that they can access these experiences in their creative expressions.

**Response Journals/Reflection Logs**

After a class discussion such as on the importance of friends, students write a journal response.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Consider Others' Ideas**

*Students will be able to:*

**1.1.2** seek others' viewpoints to build on personal responses and understanding

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- When preparing a KWL (WML) chart on a topic, students discuss sources they can turn to and people they can interview to find out what they still need to learn.
- Students work in small groups or pairs to discuss their impressions and preferences after a class outing. After the discussion, one representative from each group summarizes the group's three most important ideas to the whole class.
- Students conduct a book talk after reading in a Think-Pair-Share format.
  - Step 1: The teacher discusses the topic.
  - Step 2: Students listen to a lecture or view a video, a presentation, or a discussion.
  - Step 3: Students record their ideas individually (a list, a map, etc.).
  - Step 4: Students team with a partner to discuss their ideas.
  - Step 5: Students share their ideas with the rest of the class.
- Students conduct an interview(s) on a particular topic.
- After preparing a series of graphic organizers to explore a given topic, students conduct a debate about it.
- Students listen to or read about a current news item and, in small groups, discuss their viewpoints. During the discussion, students may use discussion vocabulary charts posted in the classroom as a reference or support.
- As a class, students prepare a survey to find out about favourite weekend activities. Students survey their classmates or students from another German class in the school by asking the question *„Was machst du gern am Wochenende?“* Students may use computer software to graph the results of their survey.

**Consider Others' Ideas***Students will be able to:*

- 1.1.2** seek others' viewpoints to build on personal responses and understanding  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student:

- seek out others' viewpoints from a variety of sources, including oral, literary, and media texts, other students, and people in the community?
- demonstrate willingness to listen to and consider others' viewpoints?
- demonstrate increasing flexibility and ability to see other points of view?
- make connections and comparisons between personal responses and the responses of others?
- choose selectively from others' responses and ideas to construct personal responses and understanding?
- integrate past knowledge and experience with new viewpoints?
- demonstrate metacognitive awareness of the development of their own viewpoints over time?
- check other's views for accuracy?

 **Checklists**

Use criteria familiar to the student. Date observations and note progress over time in the quality of German language responses and willingness to take risks with using German in the classroom. A sample could include the following:

<i>Schülername</i>	<i>hört anderen zu</i>	<i>stellt Fragen</i>	<i>spricht freiwillig Deutsch</i>	<i>bleibt am Thema</i>

SAMPLE **RESOURCES**

German newspapers

German TV news clips

Microsoft Excel/ClarisWorks

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Consider Others' Ideas**

*Students will be able to:*

- 1.1.2** seek others' viewpoints to build on personal responses and understanding  
*(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students view/listen to a German news report and discuss possible viewpoints that those involved could have toward it.
- Read an article to students from a German newspaper. Students discuss possible viewpoints readers could express in letters to the editor.
- Invite students working in small groups to exchange ideas for fun things to do on a Saturday afternoon. Then have them prepare dialogues with a partner in which they plan activities together, exchange opinions, and give reasons for their choices.
- Students listen to or read about a current events news story in German that they are familiar with. They jot down three to five facts from the news story. Then they interview a classmate to find out how he/she understood the same story.

**Ein Geschehen—Zwei Zuhörer****A. Wie verstehe ich das Geschehen?**

Was ist passiert?

Wann ist es passiert?

Wo ist es passiert?

Wer war dabei?

Was wissen wir über die Personen?

Warum ist es passiert?

**B. Und wie verstehst du das?**

Was ist passiert?

Wann ist es passiert?

Wo ist es passiert?

Wer war dabei?

Was wissen wir über die Personen?

Warum ist es passiert?

**Consider Others' Ideas***Students will be able to:*

- 1.1.2** seek others' viewpoints to build on personal responses and understanding  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES **Conferences**

Conference with students in a variety of contexts. Ask students if they actively seek others' viewpoints to build on in developing their understanding and personal responses.

 **Work Samples**

Assess work samples such as graphic organizers and letters to the editor.

 **Response Journals/Reflection Logs**

Students record their ideas before a discussion about a news item and their views after the discussion.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Experiment with Language**

*Students will be able to:*

**1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- For a group research project on an explorer:
  - Student 1 writes a diary entry showing the personal hardships encountered by explorers.
  - Student 2 adds information on the explorer.
  - Student 3 adds the explorer’s route to the class map to show his route in relation to those of the other explorers.
- Students explore German vocabulary that is onomatopoeic (*zischen, zwitschern, plumps, matschen, platschen, tick-tack, knacken*).
- Students keep an ongoing list of thematic vocabulary associated with their study of early European explorers in their social studies class. Working with a partner, they prepare a word search or crossword puzzle using this new vocabulary.
- Students, working in small groups, prepare a Reader’s Theatre presentation to present information learned in another subject.
- Working with a partner, the students write a dialogue between two characters using new vocabulary learned in class.
- Students read a poem, the text of a song, or a letter in order to discuss/analyze the type of language used, the form of communication, the visual imagery evoked, the message that was intended, and the purpose of the message.
- Students experiment with root words and their diminutive and augmentive forms (e.g., *Katze, Kater, Kätzchen*).

**Experiment with Language***Students will be able to:*

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize different forms of expression?
- use favourite forms effectively and appropriately to express thoughts and ideas?
- experiment with memorable language when using favourite forms for expressing thoughts and ideas?
- respond personally to a range of forms?

 **Checklists**

When students make presentations they have practised, such as a Reader's Theatre presentation, criteria may focus more on fluency and accuracy. Criteria may include the following:

- presentation is fluent
- pronunciation and intonation are appropriate and support communication
- message is comprehensible
- gestures and voices are appropriate and support communication
- students appear to enjoy experimenting with this form

 **Anecdotal Records**

Record the forms the student has attempted, problems encountered, and skills mastered.

 **Response Journals/Reflection Logs**

Students write about their work and how they feel they did (chart form or learning log).

 **Conferences**

In regular conferences, note whether students are experimenting with language and a variety of forms. Do students recognize and use favourite forms of self-expression? Have students identify forms they enjoy using.

 **Work Samples**

Students collect work samples that demonstrate their varying forms of self-expression.



General Outcome

1

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**1.1** Discover and Explore

GRADE

**5**

Specific Outcome

**Experiment with Language**

*Students will be able to:*

**1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- During a field trip, use a digital camera to take pictures that students later use to prepare a photo essay. Working in small groups, students arrange the photographs and write captions to accompany each photo. They may also include a short, written summary of the field trip.

**Experiment with Language***Students will be able to:*

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes *(continued)*

**SAMPLE ASSESSMENT STRATEGIES**

**Self-Assessments**

Students keep track of forms they produce over the years.

Forms of Language I have tried to use		
Written	Oral	Visual
<input type="radio"/> advertisement	<input type="radio"/> audiotape	<input type="radio"/> advertisement
<input type="radio"/> biography	<input type="radio"/> debate	<input type="radio"/> banner
<input type="radio"/> book report/ review	<input type="radio"/> discussion	<input type="radio"/> cartoon
<input type="radio"/> brochure	<input type="radio"/> dramatization	<input type="radio"/> collage
<input type="radio"/> crossword puzzle	<input type="radio"/> interview	<input type="radio"/> collection
<input type="radio"/> editorial	<input type="radio"/> newscast	<input type="radio"/> computer graphic
<input type="radio"/> essay	<input type="radio"/> oral presentation	<input type="radio"/> construction
<input type="radio"/> experiment record	<input type="radio"/> oral report	<input type="radio"/> data table
<input type="radio"/> game	<input type="radio"/> play	<input type="radio"/> design
<input type="radio"/> journal	<input type="radio"/> poetry reading	<input type="radio"/> diagram
<input type="radio"/> lab report	<input type="radio"/> rap	<input type="radio"/> display
<input type="radio"/> log	<input type="radio"/> skit	<input type="radio"/> diorama
<input type="radio"/> magazine article	<input type="radio"/> speech	<input type="radio"/> drawing
<input type="radio"/> memo	<input type="radio"/> song	<input type="radio"/> filmstrip
<input type="radio"/> newspaper article	<input type="radio"/> teach a lesson	<input type="radio"/> graph
<input type="radio"/> poem		<input type="radio"/> map
<input type="radio"/> position paper		<input type="radio"/> model
<input type="radio"/> proposal		<input type="radio"/> painting
<input type="radio"/> questionnaire		<input type="radio"/> photograph
<input type="radio"/> research report		<input type="radio"/> poster
<input type="radio"/> script		<input type="radio"/> scrapbook
<input type="radio"/> test		<input type="radio"/> sculpture
		<input type="radio"/> slideshow
		<input type="radio"/> storyboard
		<input type="radio"/> videotape
other forms		
_____		

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Express Preferences**

*Students will be able to:*

- 1.1.4** review a collection of favourite oral, literary, and media texts; share responses to preferred forms

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading a German story and then viewing a video of the same story, students make T-charts to list and discuss the advantages of watching a movie compared to reading a book or story of the same title.
- After reading a poem and viewing vocabulary to share responses, students explain which aspects of the poem they liked or disliked.
- A student enters a poem into the class database that shows favourite pieces of literature. Then the student searches the database for stories, and, after reading the descriptions, signs a book out to read at home.
- Students prepare a review chart of a movie/story to share with classmates.

#### Buchbericht/Filmbericht

1. Buchtitel \_\_\_\_\_.
2. Autor \_\_\_\_\_.
3. Etwas Lustiges/Interessantes \_\_\_\_\_.
4. Was ich gut fand \_\_\_\_\_.
5. Was mir nicht gefiel \_\_\_\_\_.
6. Wem könnte ich dieses Buch/diesen Film empfehlen? \_\_\_\_

- Students bookmark their favourite websites about a topic and then create a German poster that advertises the websites.
- Students produce a video commercial for a favourite book or story.

**Express Preferences***Students will be able to:*

- 1.1.4** review a collection of favourite oral, literary, and media texts; share responses to preferred forms (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- review personal collections of oral, literary, and media texts, and identify preferred forms?
- give reasons for preferences?
- respond in appropriate ways to preferred forms of oral, literary, and media texts?
- share responses to preferred forms of oral, literary, and media texts with others willingly and confidently?
- share responses with others using a variety of strategies and in a variety of contexts?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Note the students' development with regard to their abilities to share responses to favourite forms of texts.

 **Anecdotal Records**

Record students' successes or problems with various text forms. Observe the range of forms that the students experience, respond to, and share with others. Focus on students' willingness and confidence in sharing and their skills in analyzing texts in order to develop their responses to preferred oral, literary, and media texts. Observations can be made on self-stick notes and transferred to the students' files.

General Outcome

1

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**1.1** Discover and Explore

GRADE

**5**

Specific Outcome

**Express Preferences**

*Students will be able to:*

**1.1.4** review a collection of favourite oral, literary, and media texts; share responses to preferred forms (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students choose favourite German books from the library and create advertisements for them using illustrations, words, and short phrases that are posted on the bulletin board in the library. Students participate in a brainstorming activity to create vocabulary lists that they can use when creating the advertisements.

**Express Preferences***Students will be able to:*

- 1.1.4** review a collection of favourite oral, literary, and media texts; share responses to preferred forms (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES
 **Self-Assessments**

Have students review and reflect on their personal literacy records and their peer conferencing records. Help students note and talk about how they shared a variety of texts. This could be a monthly review. A self-reflection sheet like the following could be used:

<p>Name: _____ Datum: _____</p> <ul style="list-style-type: none"> <li>• Diesen Monat habe ich _____ Bücher, _____ Zeitschriften, und _____ Texte auf dem Computer gelesen.</li> <li>• Diesen Monat habe ich _____ Geschichten angehört.</li> <li>• Der Text, der mir am meisten gefallen hat war _____.</li> <li>• Diesen Monat habe ich meinen Freunden _____ verschiedene Texte empfohlen.</li> </ul> <p>Ich habe meinen Freunden diese Texte empfohlen, weil _____.</p>
---

 **Conferences**

Discuss students' monthly literary journal record and students' preferences for a particular form of text. View video recordings with students to assess their abilities to give reasons for selecting a text as a favourite and to share willingly and confidently.

 **Portfolios**

Students choose a favourite piece of text. Record responses for the choice. This is an ongoing assessment tool.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Set Goals**

*Students will be able to:*

- 1.1.5** identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reviewing necessary vocabulary, students write a learning log to describe what they did during the week and what worked well for them, and set goals for the upcoming week.
- Students set goals for reading. For example:
  - *Ich werde jeden Tag ein Buch lesen.*
  - *Ich werde eine Leseliste führen, und alle Bücher, die ich lese auflisten.*
  - *Am Freitag werde ich ein Bild über mein Lieblingsbuch der Woche zeichnen.*
- Students review their reading records at regular intervals, and complete information slips to tell what they have accomplished and to set goals for the future.

Monat _____
Name _____
1. Diesen Monat habe ich _____ Bücher gelesen.
2. Diesen Monat habe ich _____ Bücher meinen Klassenkameraden empfohlen.
3. Nächsten Monat werde ich _____ Bücher lesen.
4. Mein Lieblingsbuch diesen Monat war _____, weil .
Lehrerkommentare:

- Students go through their German writing portfolios, select the piece of writing they think is their best work, and tell why.
- Students prepare an autobiography of their personal accomplishments, as well as areas in which they would like to improve.
- Students prepare a short, two- to three-minute talk on their skills and accomplishments, complete with medals, badges, awards, or certificates for display.
- Students draw their own personal coat-of-arms, which illustrates their personal skills/accomplishments. These will be displayed and presented to the class.
- Using vocabulary charts describing the qualities of good learners, readers, and writers, students create and display posters or bookmarks that describe successful readers, writers, and learners

**Set Goals**

*Students will be able to:*

- 1.1.5** identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify appropriate goals to enhance language learning?
- identify appropriate goals to enhance language use?
- plan how she or he will reach the goals?
- use appropriate terminology when setting goals and discussing language learning and use?
- use criteria to assess personal language learning and use?
- demonstrate willingness to monitor personal language learning and use?

 **Self-Assessments**

Students are asked to complete a self-assessment form on which they identify their developing skills and strategies in language learning and usage, and set goals for areas that need work in German.

 **Conferences**

Students conference with the teacher, other adults, and peers to help set realistic goals. Provide time on a regular basis for reflecting on language learning and goal setting. During the teacher-student conference, initiate a contract with the student that will focus on specific areas of enhancement.

 **Work Samples**

Collect work samples of self-reflections and responses that provide evidence of goal setting.

 **Interviews**

Conduct a language learner interview to determine how students view themselves as learners. Students may be asked to:

- describe language learning strategies
- tell why and how the strategies helped them
- tell why they used the various strategies
- describe what they can do well
- describe areas they would like to improve on



*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Develop Understanding**

*Students will be able to:*

**1.2.1** reflect on prior knowledge and experiences to arrive at new understanding

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When beginning the study of a topic or as a review, students brainstorm what they know and record it in chart form.
- Select 15 to 20 words from a topic that students will be studying. Students identify words they think they understand and those they do not. Students work in pairs to collaborate on word meanings, using their prior knowledge of the topic and strategies they have learned.
- Using a key word from a topic being studied, assist students to develop a mind map that represents their knowledge on that topic.
- Students discuss various injuries they have had while playing a game or sport, leading to an understanding of the importance of rules of conduct and safety equipment.
- Use a KWL (WML) chart after brainstorming a topic. Extend it to ask the student “What do you still want to know?”
- Students, working in small groups, complete a KWL (WML) chart prior to, during, and after the study of an assigned topic in class.

<b>W</b>	<b>M</b>	<b>L</b>
<i>Was wir schon wissen</i>	<i>Was wir lernen möchten</i>	<i>Was wir gelernt haben</i>

- Before students reads, views, or listens to a text, they write on an admit slip what their expectations are for the text. At the end of this work, students fill in the bottom half as an exit slip, summarizing the connections they made between prior knowledge and experience. At the end of class, students turn in the slip to leave the room.

**Develop Understanding***Students will be able to:*

- 1.2.1** reflect on prior knowledge and experiences to arrive at new understanding  
(continued)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use reflection skills and strategies to access prior knowledge and experiences?
- make connections between prior knowledge and experiences, and new understandings?
- access prior knowledge and experiences without prompting)?

 **Checklists**

Use a checklist based on the Focus for Assessment criteria. Date and record the context for all observations.

 **Response Journals/Reflection Logs**

Review the logs for depth of response and reflection skills.

 **Conferences**

Conference with students to determine whether they are using prior knowledge and experiences to construct meaning in a variety of new contexts.

 **Work Samples**

Collect work samples such as KWL (WML) charts, webs, and exit slips as evidence of students' abilities to access and connect prior knowledge and experiences to construct meaning in different contexts.

**SAMPLE RESOURCES**

German books, video clips of sports misconduct or injuries, and appropriate safety equipment

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Explore Opinions**

*Students will be able to:*

**1.2.2** explain personal viewpoints

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After reading an article and discussing current events, students explain their personal viewpoints on the topic through a cartoon, a collage, a sketch, and a drama.
- Students will make up questions relating to the current events and explore other viewpoints.
- Students complete a self-reflection sheet after reading a book/story.
- Students look at German art and express an opinion supported by an explanation or rationale.
- Invite students to explore various examples of German contemporary and folk music. In class, students learn to describe music in terms of genre, artist, and musical qualities. In groups of three, students discuss and record in German their musical preferences, giving reasons for their choices. Groups then report this information to the whole class to create a class chart or graph of musical preferences.
- After reading a text, students present an oral or written character sketch.
- After reading a text, students make and present a picture collage and explain their thoughts to the class.
- Students prepare debates on school issues (e.g., should the school day be longer; should Middle Years students have an extra recess).
- Students, working in small groups, share their impressions of recent classroom activities and/or field trips by preparing a survey and administering it to their classmates. Students tally the results of the survey and report their findings in a short summary.

**Explain Opinions***Students will be able to:***1.2.2** explain personal viewpoints (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- clearly express personal viewpoints and opinions?
- explain or support personal viewpoints and opinions in a variety of different ways?
- express views on new concepts
- represent understanding in a variety of ways?

 **Checklists**

Develop checklists following the Focus for Assessment criteria. Focus observations on the students' skills in using their personal perceptions and ideas to inform their understanding of new concepts. Note their progress over time in expressing their views on new concepts, in supporting their opinions, and in their willingness to change their perceptions and ideas in light of new evidence.

 **Conferences**

Conference with students to have them explain new concepts and why these concepts are important to them. Use this opportunity to have students explain their personal viewpoints and opinions on a topic.

 **Work Samples**

Collect samples of character sketches and picture collages as evidence of students' abilities.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Combine Ideas**

*Students will be able to:*

- 1.2.3** experiment with arranging ideas and information in a variety of ways to clarify understanding

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- For a report entitled “*Wie lernt man am Besten in der Schule?*,” students gather and jot down ideas by surveying other students, thinking back to other grades and teachers, reading about pioneer schools, interviewing parents and grandparents about their school experiences, and going on a field trip to a historical schoolroom site.
- Different groups of students work with the same piece of oral, literary, or media text, but organize it using various frames or graphic organizers. They share their work and discuss which organizer best helped to clarify understanding (e.g., Venn diagram, charts, lists, webs, cycles, flow charts, trees, etc.).
- Students create a timeline to show major events in Canadian history (e.g., 1497–1867).
- Following a study of farming in Canada, students complete a chart on which they record each province/territory and the type of farming practised there.

Landwirtschaft in Kanada	Vieh	Tabak	Obst	Getreide
British Columbia	+	–	+	–
Manitoba	+	–	–	+
Saskatchewan	+			+

- Students take a topic studied in their class and prepare a presentation for a younger grade. Students must discuss how different their presentation will look, considering it is a younger audience.

**Combine Ideas***Students will be able to:*

- 1.2.3** experiment with arranging ideas and information in a variety of ways to clarify understanding (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of ways to organize ideas and information?
- select different forms to organize ideas and information?
- reorganize ideas and information presented in a selected form?
- select organizational forms related to content, purpose, and audience?
- organize ideas and information in ways that clarify and shape understanding?

 **Checklists**

Create a checklist using the Focus for Assessment criteria. Observe students in a variety of contexts, and then date and record the context for all observations.

 **Response Journals/Reflection Logs**

Students reflect on what helps them organize ideas and information, and then record these self-reflections in logs or journals. They may draw their favourite organizational frames, and explain how these frames help them organize ideas for writing or speaking.

 **Conferences**

Have students describe their preferred ways to organize ideas and information. Students show ways to organize in order to clarify understanding. Encourage students to identify challenges they face and target areas to improve.

 **Portfolios**

Students select work samples that demonstrate different ways they practised arranging ideas and information. Students may include reasons for each work sample.

 **Work Samples**

Collect samples of student work, such as story maps, Venn Diagrams, charts, timelines, etc., as evidence of students' abilities to use a variety of methods of organizing information.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Extend Understanding**

*Students will be able to:*

**1.2.4** ask questions to clarify information and develop new understanding

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After listening to a classmate talk about an experience (e.g., seeing a bear in a campground), students want to learn more about what to do if they were to encounter a bear. They brainstorm ways to learn more about this topic. They decide to look up bears in an electronic encyclopedia, ask a relative who camps frequently, and look in their school library.
- Model types of questions that can be asked about specific texts.
- During an oral presentation or discussion, guide students to ask clarifying open-ended questions with prompts such as:
  - *Meinst du damit, ...*
  - *Hast du gesagt ...*
  - *Mit anderen Worten...*
  - *Sag mir mehr ...*
- Students decide on a vacation destination by looking through vacation brochures, asking questions of a travel agent, and interviewing others about the places where they have vacationed. They follow up by drawing and labelling a travel poster of their vacation destination.
- After studying about an early European explorer (e.g., Jacques Cartier, Henry Hudson), students, working in small groups, prepare open-ended interview questions and responses. They practise the questions and responses in the form of a television interview that they present in class. These interviews may also be recorded and then shared with classmates.
- Together with the teacher, students generate interview questions on topics or themes being studied in class. The questions are then used for interviewing other students, teachers, family members, or other German-speaking people in the community. Students tape record their interviews for presentation in class

**Extend Understanding***Students will be able to:*

- 1.2.4** ask questions to clarify information and develop new understanding  
(continued)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- ask open-ended questions to clarify information?
- ask open-ended questions to develop new understanding?
- demonstrate willingness to ask extending questions?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date and record the context for all observations.

 **Self-Assessments**

Students complete a self-assessment of how confident and competent they feel generating and asking questions in order to gather information.

 **Conferences**

Conference with students to encourage them to identify their strengths in appraising ideas and questioning skills. Look for evidence that:

- interactions are taking place in German
- students are asking appropriate, relevant questions
- strategies are being used to negotiate meaning and sustain interactions (e.g., repeating, rephrasing)
- students are using the structures and vocabulary they have practised
- students use appropriate intonation or emphases

**SAMPLE RESOURCES**

German vacation brochures (travel agents/Internet)



*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Prior Knowledge**

*Students will be able to:*

- 2.1.1** make and record connections between personal experiences, prior knowledge, and a variety of texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- As students begin to study the history of Canada, they brainstorm and jot down categories of information previously learned about the history of Manitoba, and discuss how this information will be helpful to them.
- A student writes a short story about an individual who is new to a school. The student reads the story and, afterwards, tells how he or she drew from personal experiences of moving to and living in a new neighbourhood when describing the feelings that the character in the story had when walking into the new classroom for the first time.
- When searching for information in a non-fiction book or atlas, students use the table of contents, index, section headings, and subheadings.
- Before reading a story/novel, students complete a Prediction Chart by looking at the title, skimming through the pages, and looking at pictures and illustrations.

<i>Vorschau: Worum wird es hier gehen?</i>	
<i>Umschau: Warum bin ich dieser Meinung?</i>	
<i>Rückschau: Worum ging es eigentlich?</i>	

- Students look at the title and illustrations of a text, and then quickly write or sketch predictions and connections. After reading, students return to the Quick Writes or Quick Sketches to verify how accurate they were.

**Prior Knowledge***Students will be able to:*

- 2.1.1** make and record connections between personal experiences, prior knowledge, and a variety of texts (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate willingness to contribute prior knowledge to the topic?
- make connections with a text (characters, plot, setting)?
- describe connections to other oral, literary, and media texts?
- effectively express the connections so they make sense to others?
- understand others' connections?
- build on his/her connections to comprehend and respond to oral, literary, and media texts?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria to assess students' skills in making connections among prior knowledge, personal experiences, and variety of texts. Note progress over time.

 **Anecdotal Records**

Keep a record of students' skills and strategies in contributing prior knowledge to classroom discussions.

 **Response Journals/Reflection Logs**

Review student logs to determine whether they articulate and build upon prior experiences or knowledge.

 **Conferences**

Conference with students to determine whether they can describe and build upon connections among personal experiences, prior knowledge, and a variety of texts?

 **Work Samples**

Collect samples of students' work to observe links between prior knowledge and personal experiences and text (e.g., Prediction Charts, log entries, title pages, etc.).

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Comprehension Strategies**

*Students will be able to:*

**2.1.2** use a variety of comprehension strategies to confirm understanding and self-correct

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When finding information on a topic (e.g., wetland animals), students locate and skim sections of texts relating to the topic to determine whether the information may be useful. Then, they read relevant sections more closely.
- Students complete the last column of a KWL (WML) chart on a topic taught in German. They discuss what they have learned about the topic and how previous ideas have changed as a result of their study.
- Students focus on key words for comprehension. Explain what comprehension strategies students can use.
- Students are given a choice of books to read. They group themselves according to the book they chose and break into a number of literature circles. Guide the students in discussing and interpreting the book in the groups.
- Students, working in small groups, use story maps to record key story elements as they read a story (e.g., characters, plot, setting, problem, and solution). Story maps can be used to help students make and confirm predictions.
- While listening to a story or viewing a video, students are asked to sketch their thoughts about the story. Students are invited to discuss their sketches with a partner and may add or delete ideas from their sketches after their sharing session.
- While listening to a text, students sketch their thoughts in their response journal/reflection log. Students discuss their sketches and relate their pictures to the text. Students are encouraged to add or delete ideas.

**Comprehension Strategies***Students will be able to:*

- 2.1.2** use a variety of comprehension strategies to confirm understanding and self-correct (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use a consistent approach to constructing meaning from oral, literary, and media texts (activating prior knowledge and setting a purpose)?
- demonstrate skills and strategies for prediction?
- use self-monitoring behaviours?
- demonstrate skills and strategies for inferring?
- demonstrate skills and strategies for questioning?
- demonstrate skills for drawing conclusions?
- demonstrate skills and strategies for comprehension in oral, literary, and media texts?
- demonstrate skills and strategies for comprehension of appropriate grade level materials?

 **Checklists**

Focus on different students each day until all have been observed.

<b>Comprehension Checklist</b>	
Name _____	Date _____
Text _____	
The student uses the following comprehension strategies:	
<input type="checkbox"/> makes viable predictions <input type="checkbox"/> sets a purpose for reading, viewing, or listening <input type="checkbox"/> asks appropriate questions <input type="checkbox"/> infers meaning <input type="checkbox"/> confirms predictions <input type="checkbox"/> rejects incorrect predictions <input type="checkbox"/> makes logical conclusions <input type="checkbox"/> self-monitors understanding <input type="checkbox"/> self-corrects using fix-up strategies	

**SAMPLE RESOURCES**

German children's magazine such as *Treff*.

General Outcome

2

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.1** Use Strategies and Cues

GRADE

**5**

Specific Outcome

**Comprehension Strategies**

*Students will be able to:*

**2.1.2** use a variety of comprehension strategies to confirm understanding and self-correct (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Teacher's Notes**

**Comprehension Strategies***Students will be able to:*

- 2.1.2** use a variety of comprehension strategies to confirm understanding and self-correct (*continued*)

**SAMPLE ASSESSMENT STRATEGIES** **Anecdotal Records**

Record students' miscues as they read orally. Analyze miscues to note how effectively the student uses the cueing system. Record students' oral reading behaviours as they read text.

 **Self-Assessments**

Use checklists and rating scales to reflect on the student's use of comprehension strategies.

 **Response Journals/Reflection Logs**

Record self-reflections in journals or logs. Students list the comprehension strategies they used for literature circles, story maps, and other activities.

 **Conferences**

Conference with students to discuss their repertoire of comprehension strategies. Alternatively, students read part of a selection and tell what they are thinking and what they are doing to make meaning of the selection. The student should be able to:

- summarize or paraphrase the main components of narrative text and an informational text
- explain, describe, or tell about a particular part and recite, illustrate, or identify many of the details

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Textual Cues**

*Students will be able to:*

**2.1.3** use textual cues to construct and confirm meaning

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When researching the lifestyles of a specific Aboriginal group in textbooks and encyclopedias, students look for maps that show where the Aboriginal group lived, charts that provide information on aspects of their daily lives, and illustrations that show villages, homes, and dress.
- Students use headings to locate specific information on topics in a children's German encyclopedia.
- Students use the numbers and letters in the margins of a map to locate particular streets.
- In a dialogue journal, one student writes about chewing gum in schools. Another student reads the entry in the log and adds a personal opinion.

Journal entry

*Kaugummi im  
Klassenzimmer  
ist nicht schlecht.  
Es soll nicht  
verboten sein.*

Journal entry

*Das stimmt, aber  
Kaugummi unter  
dem Pult kleben soll  
verboten sein.*

- Students use information in the margins of textbooks, picture captions, questions, chapter introductions, summaries, and special features to assist in understanding a topic.
- Students watch a video and later have a discussion of cues (e.g., lighting, music) and how they create mood and feeling.

**Textual Cues***Students will be able to:***2.1.3** use textual cues to construct and confirm meaning (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use textual cues to construct meaning in oral, literary, and media texts?
- use textual cues to confirm meaning in oral, literary and media texts?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Note students' abilities to construct and confirm meaning from text.

 **Conferences**

Conference with students as they preview a text to assess whether they can locate the table of contents and glossary.

 **Paper and Pencil Tests**

The student is given a passage to read and asked to identify the main idea and supporting details.

SAMPLE **RESOURCES**

German Encarta CD-ROM Encyclopedia.

Simpson, J. *Indianer—From the Series Alles was ich wissen will*. Ravensburger Buchverlag. 2002. ISBN 3-476-35946-7.

Mennen, P. and Krantmann, M. *Indianer—From the Series Erstes Wissen*. Ravensburger Buchverlag. 2000. ISBN 3-473-35845-2.



*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Cueing Systems**

*Students will be able to:*

**2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When reading a sentence with an unknown word, students read past the unfamiliar word and then figure it out by breaking it into parts. Students reread the sentence to realize the meaning from the context.
- Students identify different strategies to use when they come across a word they do not know. For example:
  - *Ich lese weiter bis zum Ende des Satzes. Dann überlege ich, was das Wort bedeuten könnte..*
  - *Ich überlege ob ich ein Teil des Wortes verstehe.*
  - *Ich lese jede Silbe einzeln. Dann lese ich das Wort wieder.*
- Students use the initial sound of a word to locate its spelling in a dictionary (e.g., the initial sound of the word “Tarnung” is represented by the letter “t”).
- When writing a story, students use knowledge of a prefix to locate the spelling of a word in a dictionary.
- Students identify the meaning of dictionary entries and note that more than a definition of a word is given in a dictionary.
- Personal Dictionaries: Students make personal dictionaries to reinforce word recognition and meaning.
- As students read a text, they write down unfamiliar words and note the page number. They look up the words in the dictionary and write the meaning that fits the context of the story. Students take turns saying their word(s). Record them on the board. The class tries to give the correct meaning. If no one can define a student’s word, that student becomes the New Word Champ. The student then displays the word and its definition.
- Construct a Cloze passage by deleting selected words and replacing them with a space. Encourage students to use their knowledge of word order, sentence patterns, and meanings of words within sentences to predict the missing words.

**Cueing Systems**

**Syntactic Cues:** Word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.

**Semantic Cues:** Meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections among words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.

**Graphophonic Cues:** Refer to sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.

**Cueing Systems***Students will be able to:*

- 2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context  
*(continued)*

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- demonstrate an understanding of cueing systems and their appropriate applications to construct and confirm meaning in oral, literary, and media text?
- use syntactic cues (such as word order, grammar, punctuation) to construct and confirm meaning in oral, literary, and media text?
- use semantic cues (such as sound-letter, sound-symbol relationships, roots, prefixes, and suffixes) to construct and confirm meaning in oral, literary, and media text?
- use cueing systems flexibly?
- apply skills and strategies for dictionary use to determine word meanings in context?
- demonstrate fluency in oral and silent reading of grade-level text?

 **Checklists**

Develop a checklist using the Observation data. Date all observations and note the context of the observations.

 **Anecdotal Records**

Observe students engaged in authentic reading tasks. They may actively participate in dramatic readings, oral presentations, conferences, interviews, and Think-Alouds. Based on the Focus for Assessment criteria, make brief notes on self-stick notes and, later, put them in the student's file.

 **Response Journals/Reflection Logs**

Students need to be aware of the strategies they use to construct and confirm meaning.

 **Clozes**

Students construct their own reading assessments using classroom reading materials. The paper-and-pencil test procedures assess the students' comprehension skills before and after listening, reading, or viewing a text.

**SAMPLE RESOURCES**

German-English dictionaries

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Experience Various Texts**

*Students will be able to:*

**2.2.1** experience texts from a variety of genres and cultural traditions; share responses

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Each week, a group of students dramatizes a current news story in class. As students guess the main events of the news story, a brief news summary is written about the story. Students write the news summary into their notebooks.
- Students use a graphic organizer, such as a Venn diagram, to compare the setting, characters, and events of two versions of the same story.
- Students listen to an elder presenting a folk tale or a myth and respond by creating a diorama of the scene.
- During a discussion about weather phenomena, a student describes the setting and plot of a book or video about being caught in a dangerous weather situation.
- After reading a folk tale, students create a cartoon strip to retell the story.
- Students make a web, story map, or sketch to represent the meaning of a novel or video. In a group discussion, they share what they learned about the text, what it meant to them, and favourite parts or characters.
- Students present a dramatic reading of a poetry selection that communicates the mood, mental images, and rhythm of the poem.
- Students examine the lyrics of a contemporary song in German. They are asked to find familiar words in order to predict the song's content or theme. Students, in groups, could create movement sequences to accompany the song, mime the meaning as the song plays, or lip-sync along with the song.
- Using the Internet, students read biographies of interesting people who are featured in German newspapers online.
- Based on the list of authentic forms in the curriculum framework, the teacher selects a range of text types.

**Experience Various Texts***Students will be able to:*

- 2.2.1** experience texts from a variety of genres and cultural traditions; share responses  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate willingness to explore text?
- demonstrate willingness to explore texts from a variety of forms, genres, and cultural traditions?
- demonstrate experiences with different types of texts (oral, literary, media)?
- explain preferences for particular types of texts?
- recognize some basic characteristics of various types of texts?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Note students' willingness to explore a variety of texts and share responses. Date all observations and note the context of observations.

 **Reading Logs/Reading Graphs**

Students may use a log or graph to track personal reading. The use of such tools encourages them to explore a variety of texts by listing the variety of forms and genres. Provide a graphic template on the computer.

 **Response Journals/Reflection Logs**

Give students a series of questions about their text choice, which they respond to.

 **Conferences**

Conference with students and discuss preferences for particular types of text. Encourage students to explore text from less familiar cultural traditions, forms, and genres. With students, develop interview questions about their reading, viewing, and listening experiences.

 **Video Recordings**

Record students talking about, reading, or dramatizing their favourite part of a text. These recordings provide a tool for sharing texts in the classroom. Students may share their video recordings with their parents.

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Connect Self, Text, and Culture**

*Students will be able to:*

- 2.2.2** identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students complete a Venn diagram or comparison chart after listening to, reading, or viewing a text in order to compare characters.
- Students can compare themselves with a character.
- Students interview elders, leaders, artists, or performers, and use the information to make connections to themselves.
- Students research the challenges and situations of other people and prepare a dramatic presentation to showcase information gathered.
- The class studies an author as well as material related to the author's life.
- Ask students to read a selection silently. Pose questions that enable them to compare the challenges and situations that people experienced in other times and other cultures.

**Connect Self, Text, and Culture***Students will be able to:*

- 2.2.2** identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use strategies and tools for comparing and contrasting?
- demonstrate familiarity with various cultures, historical backgrounds, and traditional studies?
- use self-reflections to make connections with text?
- compare present-day challenges and situations with those experienced by characters in other times and texts?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date and record the context of all observations.

 **Self-Reflections**

Assess students' self-reflections on the challenges and situations encountered by others. The student responds to questions, such as

- *Welche Probleme hat die Person im Text?*
- *Welche Probleme habe ich?*
- *Wie sind die Probleme äähnlich?*
- *Wie sind sie anders?*

 **Response Journals/Reflection Logs**

Students compare a character from a story or video with themselves. Provide sentence starters and vocabulary charts to provide language support for the activity.

 **Conferences**

Conference with students using work samples to determine whether they are able to identify similarities and differences between personal experiences and the experiences of others.

 **Work Samples**

Assess work samples including written work, artwork, performances, and demonstrations.

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

**Appreciate the Artistry of Texts**

Students will be able to:

**2.2.3** identify descriptive and figurative language in oral, literary, and media texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When reading, students discuss words that can be used to replace overused words when they are writing (e.g., the word “gehen” can be replaced by the words *laufen*, *spazieren*, *rennen*, *stolpern*, *krabbeln*, *schleichen*). These words can be posted in the classroom.
- When reading, students choose an example of figurative language they found interesting and explain their reasons for choosing it.
- Students make a collage of visual images evoked by reading a particular text.
- After reading a variety of poems and compiling a list of descriptive words found in these texts, students write a simple poem.
- After a discussion of German idiomatic expressions, students highlight idioms in texts they study in class. They begin a log of figurative and descriptive language that they add to on a regular basis.
- Students write concrete poems using descriptive and figurative language from theme studies.
- Make a descriptive word wall according to themes covered in class. Every week, students add words to the wall. Students refer to these words during oral and writing activities.
- Create a Language Ladder of common questions.
  - “Lass das doch!” *flüsterte sie.*
  - “Lass das doch!” *murmelte sie.*
  - “Lass das doch!” *zischte sie.*
  - “Lass das doch!” *bat sie.*
  - “Lass das doch!” *brummte sie.*
  - “Lass das doch!” *sagte sie.*
  - “Lass das doch!” *rief sie.*
  - “Lass das doch!” *schrie sie*
  - “Lass das doch!” *brüllte sie.*

**Appreciate the Artistry of Texts***Students will be able to:*

- 2.2.3** identify descriptive and figurative language in oral, literary, and media texts  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify descriptive and figurative language in oral, literary, and media texts?
- demonstrate appreciation of the power of descriptive and figurative language?
- indicate personal responses to descriptive and figurative language in oral, literary, and media text?

 **Rubrics**

Invite student input in creating checklists and rubrics based on the Focus for Assessment criteria.

 **Conferences**

Assess students' skills in identifying and using figurative language. Provide them with individual mini-lessons based on observation and discussion of their work.

 **Work Samples**

Examine completed collages, poetry, and other work samples to determine to what extent students are identifying and using descriptive and figurative language.



*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Forms and Genres**

*Students will be able to:*

**2.3.1** understand and use a variety of oral, literary, and media forms and texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students compare illustrations in a print text or video with pictures created in their own minds while listening to an audiotape of a story.
- Students read or view several examples of fables, and decide whether a new text fits or does not fit the characteristics of a fable. (A fable is a brief tale that tells a message or teaches a lesson, usually includes animal characters with human traits, usually has a simple plot, and is based on one event.)
- Students read their reports as if they were television reporters.
- After writing poems about their favourite food, students take turns reading them aloud, using the musical styles of country, rap, rock, and opera. These presentations can be recorded to be shared with parents at student conferences.

**List of Sample Written, Oral, and Multimedia Texts: Division II**

Advertisements	Diagrams	Invitations	Novels	Songs
Adventure Stories	Dictionaries	Journals	Plays	Travelogues
Autobiographies	Drawings	Letters	Poetry	Tickets
Biographies	Encyclopaedia Entries	Maps	Presentations	Times Tables
Brochures	Folk Tales	Menus	Puppet Plays	Schedules
Catalogues	Forms	Messages	Questionnaires	Websites
Charts	Graphs	Movies	Readers' Theatre	
Cartoons	Guest Speakers	Murals	Recipes	
Comic Strips	Historical Fiction	Mysteries	Rhyme	
Compositions	Illustrations	Myths	Reports	
Computer Software	Information Texts	Narrative Stories	Role-play	
Dance	Instructions	Narratives	Short Films	
Debates	Interviews	News Reports	Signs, Notices	

**Forms and Genres***Students will be able to:*

- 2.3.1** understand and use a variety of oral, literary, and media forms and texts  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- understand that forms and genres have specific structures ?
- understand the characteristics of forms and genres studied in class?
- apply his/her knowledge and skills about forms and genres in writing, speaking, and representing activities related to oral, literary, and media texts?

 **Checklists**

Prepare a checklist using a Forms and Genres list. Record the forms and genres the student understands as the year progresses.

 **Conferences**

Discuss the various forms and genres studied in class. Develop rubrics that contain descriptors that identify specific elements used in assessing work samples.

 **Portfolios**

With students, discuss work samples to determine their understanding of the various forms and genres studied in class. Examine students' work samples for evidence of their ability to incorporate the distinguishing features of the forms and genres they have studied.

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Forms and Genres**

*Students will be able to:*

- 2.3.1** understand and use a variety of oral, literary, and media forms and texts  
*(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- A student chooses a favourite fairy tale character and creates a puppet to tell the story to a Grade 1 reading buddy. The student says, “This is the big bad wolf that tries to eat the three little pigs, but instead gets tricked by each of them.”
- Students compare the language register needed for specific situations—formal (speech), informal (at the kitchen table), informative (directions on a box).
- Students choose one familiar text. They break into groups. One group tells a portion of the text, the other dramatizes, one illustrates, and one tells it in his or her own words.
- Students write an autobiography.
- Students write personal or business letters to German people or organizations (e.g., pen pals, German TV programs, radio programs, newspapers).
- Students prepare invitations to guest speakers, parents, or other classes. The invitations can be computer generated.
- Students bookmark their favourite websites on a particular topic and then create a poster that advertises the websites.
- After reviewing vocabulary associated with the seasons, students write a Haiku poem following the prescribed rhythmic pattern.
- Provide students with examples of a variety of forms and genres. Students sort them into categories according to which form or genre they belong.

GRADE

5

Specific  
Outcome

**Forms and Genres**

*Students will be able to:*

**2.3.1** understand and use a variety of oral, literary, and media forms and texts  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.3** Understand Forms and Techniques

### Techniques and Elements

*Students will be able to:*

**2.3.2** identify key elements, including plot, setting, and characterization, and techniques, such as colour, music, and speed, in oral, literary, and media texts

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Before reading the ending of a story, students compose their own resolution of the story's main problem and then read on to compare the book's resolution with their own.
- Students talk about techniques used in television commercials (e.g., sound effects, *Musik, Lautstärke, Ton, Tempo, Humor, Kostüme, Requisiten, Wortwahl, Schnitt, Bewegung, Regie (Zusammenstellung)*).
- Students use a computer software program to create a picture for the setting of a book that they are reading, using all the colour choices in the software program to create a better picture.
- Students look at a storybook and discuss the illustrations that are used to create effects.
- Students look at illustrations in picture books and discuss their features in terms of detail, colour, medium, and perspective.
- Ask the students:
  - Besondere Wörter haben besondere Wirkungen.*
  - Welche Wörter, die der Autor ausgesucht hat, helfen dir ...*
    - *etwas zu hören?*
    - *etwas zu sehen?*
    - *etwas zu riechen/schmecken/fühlen?*
- Students write a character study and present it to the class.
- Through explicit instruction, students are provided with guidelines for focusing on significant text elements (plot, character, setting) and techniques.

**Techniques and Elements***Students will be able to:*

- 2.3.2** identify key elements, including plot, setting, and characterization, and techniques, such as colour, music, and speed, in oral, literary, and media texts  
*(continued)*

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify elements—including plot, setting, and characterization—in oral, literary, and media texts?
- identify techniques such as colour, speed, and music in oral, literary, and media texts?
- relate elements and techniques to effects created by authors/writers/filmmakers/artists/storytellers?

 **Checklists**

Develop checklists to record students' identification of specific elements and techniques studied in oral, literary, and media texts.

 **Work Samples**

Develop rubrics and checklists to assess how students' work demonstrates the understanding of story elements and techniques.

 **Portfolios**

Students select work samples that demonstrate their understanding of key elements and techniques.

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.3** Understand  
Forms and  
Techniques

**Vocabulary**

*Students will be able to:*

**2.3.3** expand knowledge of words and word relationships, using a variety of sources

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm words to web specific aspects of a topic of study (e.g., characteristics of mammals, birds, fish).
- The class brainstorms for alternative words for overused words found in student writing:
 

– sagen	murmeln	rufen
	flüstern	krächzen
	schreien	quaken
– gehen	bummeln	marschieren
	galoppieren	hüpfen
	schleichen	springen
- Students use a German dictionary and/or thesaurus to develop vocabulary.
- Provide explicit instruction on how to use a dictionary and thesaurus.
- Students make crossword puzzles and word searches for new vocabulary and definitions.
- Key vocabulary words are recorded on cards and sorted by students into specific categories.
- Students explore root words and how new words can be created in German.
- Students explore puns, idiomatic expressions, and proverbs in German.
- Students alphabetically divide their notebooks into sections and record new and interesting words, creating their own personal dictionary.
- Students develop word games complete with directions and rules. In peer groups, the games are tested and feedback collected.

**Vocabulary***Students will be able to:*

- 2.3.3** expand knowledge of words and word relationships, using a variety of sources  
(continued)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify how and why word structures change?
- understand that changes in word structures result in changes in meaning?
- use accurate word meaning according to context?

 **Anecdotal Records**

Record observations to document students' developing skills in understanding and use of new vocabulary and word structures.

 **Self-Assessments**

Students are asked to review their own understanding of word structures. They should be prepared to explain word choices in their writing.

 **Peer Assessments**

Students assess whether word games are playable, whether the directions are clear, whether they are fun to play, and whether they helped them build their vocabulary.

 **Work Samples**

Review work samples to assess students' understanding of word structure.

 **Portfolios**

Students select work samples that demonstrate their knowledge of, and enjoyment for, learning new words.

 **Paper and Pencil Cloze Texts**

Students are provided with a text that is missing words. Students are encouraged to discuss how the sentence structure and meaning clues help to determine a word in context. They complete the Cloze passage with appropriate words.

**SAMPLE RESOURCES**

Eclipse Crossword (online), Puzzlemaker

Puzzle Maker (online)



*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.3** Understand Forms and Techniques

**Experiment with Language**

*Students will be able to:*

**2.3.4** recognize how words and word combinations such as word-play, repetition, and rhyme, influence or convey meaning; identify ways in which exaggeration is used to convey humour

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When reading poems about the weather, students identify techniques the author used to create images and impressions.
- Students read and examine rebus books. They then write their own rebus story.
- Students read some “*Till Eulenspiegel*” stories and examine the use of word play and exaggeration, and how these contribute to the humour of the stories.
- Give students a structure for poetry (e.g., limerick, haiku, etc.). Students experiment with that structure by writing a poem.
- Students, working with a partner, try to solve riddles provided by the teacher. Students write their own riddles which they then challenge their classmates to solve.

**Experiment with Language***Students will be able to:*

- 2.3.4** recognize how words and word combinations such as word-play, repetition, and rhyme, influence or convey meaning; identify ways in which exaggeration is used to convey humour (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify figures of speech, including personification, in text being listened to, viewed, or read?
- experiment with word play, repetition and rhyme to create effects?
- create effects through word and sentence choices in oral and written text?
- identify ways in which figures of speech convey meaning in oral, literary, and media texts?

 **Checklists**

Design checklists to assess how students use words to convey meaning or humour.

 **Rubrics**

With student input, create a rubric to assess student progress in identifying figures of speech and experimenting with words and sentence patterns to create effects. The Focus for Assessment criteria can be used to help design the rubric.

 **Portfolios**

Students choose work samples that demonstrate how they have used language to convey meaning.

**SAMPLE RESOURCES**

*“Till Eulenspiegel”*

Rebus books such as *Mein erster Schultag* by Susanne Krauß and Manfred Mai. Ravensburger Verlag, 2000. ISBN 3-473-3776-5

Books of German fables

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Create Original Texts**

*Students will be able to:*

**2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students choose a favourite cartoon character and write a description of what the character looks like, the character's actions, the character's personalities, and what the character says.
- Students create greeting cards, thank-you letters, and invitations to guest speakers.
- Students draft directions for making a healthy snack. They add clarity to their directions by asking a partner questions, such as:
  - *Haben wir zu viele Anweisungen?*
  - *Haben wir zu wenig?*
  - *Sind die Anweisungen deutlich?*
  - *Sind die Anweisungen in der richtigen Reihenfolge?*
  - *Haben wir alle Zutaten aufgelistet?*
- When writing a group report on Canada's link with the United States, students create a cover that relates to the content of the report, prepare an introduction and conclusion, and have chapters with headings, subheadings, and illustrations on particular topics within the report. This could also be done using *PowerPoint*.
- Students look through the writing in their journal or portfolio that focuses on events in their own lives. They expand one of those entries into a short story, play, or diorama.

**Create Original Texts***Students will be able to:*

- 2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student:

- understand and use a variety of forms to create original text?
- understand and use a variety of techniques to create original text?
- follow a process to create original text?

 **Rubrics**

Create rubrics that reflect the Focus for Assessment criteria and the criteria that is set for assigned tasks.

 **Self-Reflections**

Students can keep records of their choices of text through checklists, and assess the final product.

 **Portfolios**

Portfolios, with samples of student work, provide valuable assessment information as well as opportunities for student self-reflection and self-assessment. Students choose samples of their best work to include in their portfolios. They should be prepared to explain why they choose certain work samples.

SAMPLE **RESOURCES**

Cartoons published in daily papers

Sample rubric for *PowerPoint* projects

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**Use Personal Knowledge**

*Students will be able to:*

- 3.1.1** summarize personal knowledge of a topic in categories to determine information needs

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students create a grocery list to match a menu for supper, for a day or for a week. Include prices from newspaper flyers to create a budget.
- Students work in small groups to choose a topic of common interest. They brainstorm everything they know about a topic. They record their ideas and facts on cards and group them into categories. They identify the information that needs to be researched.
- Students use graphic organizers, a web, or map to organize personal knowledge of a subject.
- Card Sort: Students work individually, in small groups, or as a whole class to brainstorm key words and phrases. Then the words are recorded on cards and categorized into major categories.
- After having studied a research topic such as Canada's First Nations, students categorize information on a T-chart.

Kultur	Gegend

- Present students with a partially finished graphic organizer that the students complete.

**Use Personal Knowledge***Students will be able to:*

- 3.1.1** summarize personal knowledge of a topic in categories to determine information needs *(continued)*

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- reflect on personal knowledge of a topic?
- summarize personal knowledge of a topic?
- categorize information and ideas?
- use personal knowledge to identify areas for inquiry or research?
- determine information needs for inquiry or research?

 **Checklists**

Checklists may focus on summarization or categorization skills. Date observations and note progress over time.

 **Conferences**

Conference with students to determine their skills in summarizing and categorizing information. Help students identify gaps in information, misconceptions, or areas of uncertainty.

 **Anecdotal Records**

Focus on students' reflections on accessing personal knowledge and categorizing information needs.

 **Portfolios**

Students select samples such as the KWL (WML) planner and other graphic organizers to show development of their personal knowledge and understanding of a topic. Samples should be dated and included with the final product.

 **Work Samples**

Analyze work samples, such as card sorts, T-charts, and graphic organizers, according to established criteria.

**SAMPLE RESOURCES**

German grocery flyers

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**Ask Questions**

*Students will be able to:*

**3.1.2** formulate general and specific questions to identify information needs

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm appropriate questions for a topic.
- Students practise asking questions by playing a game of *20 Questions* (classmates attempt to identify a hidden object or word by asking a maximum of 20 questions that can only be answered with “yes” or “no”).
- Model questioning during read-aloud and discussion time. This is then practised by students on another story.
- Students learn modelled questions and practise them (e.g., *Was ist ...? Nenne ...! Wer ist ...? Glaubst du ...? Stimmt es, dass ...? Rate mal, warum ...! Sag uns, warum ...! Warum glaubst du, dass ...?*).
- Students learn to formulate questions that match specific needs (e.g., the difference between questions at the supper table versus questions at the dentist’s office).
- Students dramatize situations where there is a need to ask questions (e.g., being lost, visiting a new city, making a purchase, ordering food in a restaurant, meeting an acquaintance, visiting a relative, keeping an appointment at a medical office).
- Invite students to generate a list of questions to ask a guest speaker prior to the speaker’s arrival.

**Ask Questions***Students will be able to:*

- 3.1.2** formulate general and specific questions to identify information needs  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- ask questions relevant to the topic?
- ask specific (narrow) questions?
- ask questions to identify information needs and provide direction for the inquiry or research?

 **Checklists**

Include one or two items on formulating questions and identifying information needs on a larger checklist. Date observations.

 **Response Journals/Reflection Logs**

Students are given regular time for recording important points in the inquiry process. Students are encouraged to formulate the general and specific questions concerning anything that they are thinking about.

 **Conferences**

Review and discuss with students the questions in their logs and journals.

 **Work Samples**

Analyze work samples to provide information on the general and specific questions a student is asking.



*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**Ask Questions**

*Students will be able to:*

**3.1.2** formulate general and specific questions to identify information needs  
(continued)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Introduce the class to a sequence of questions following Bloom's taxonomy.
  - Knowledge—*Wissen*  
(*Wann wurde die Festung Lower Fort Garry errichtet?*)
  - Comprehension—*Verstehen*  
(*Was ist die Hauptidee in diesem Absatz über die Festung?*)
  - Application—*Anwendung*  
(*Wir bauen ein Modell von der Festung, wie machen wir das damit es realistisch aussieht?*)
  - Analysis—*Analyse*  
(*Warum wurden die Festungen an Flüssen gebaut? War das in Europa am Anfang auch so?*)
  - Synthesis—*Synthese*  
(*Wie war der Alltag eines Pelzhändlers? Schreibe einen Aufsatz aus seiner Sicht.*)
  - Evaluation—*Bewertung*  
(*Liste Kriterien für einen guten Aufsatz, für ein naturgetreues Modell, für richtige Antworten, usw.*)

Then, as students prepare their own research questions, they group them according to Bloom's question types.

GRADE

5

Specific  
Outcome

**Ask Questions**

*Students will be able to:*

**3.1.2** formulate general and specific questions to identify information needs  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**

General Outcome

3

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

3.1 Plan and Focus

GRADE

5

Specific Outcome

**Participate in Group Inquiry**

*Students will be able to:*

**3.1.3** share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students set up a classroom aquarium and maintain an observation log that visiting primary classes can read and understand.
- Students post questions on an “*Ich frage mich*” chart on a selected topic. These are periodically reviewed, categorized, and discussed.
- Students choose an interest (e.g., sports, medicine, agriculture) and formulate relevant questions for an expert in that field. If possible, students interview the expert using their questions and report their new information to the class.
- Using the cooperative learning strategy, students ask each other questions about their topic.
- In groups, students prepare a KWL (WML) organizer to assemble their collective knowledge prior to beginning an inquiry.

**Participate in Group Inquiry***Students will be able to:*

- 3.1.3** share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate skills for group participation?
- demonstrate willingness to share personal knowledge of a selected topic?
- help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research?

 **Checklists**

Prepare a checklist of observations recorded during group discussions in a range of activities.

 **Conferences**

Conference with students by reviewing entries in their learning logs and reflecting on their participation in group inquiry.

 **Self-Assessments**

Students assess their contributions and participation in group inquiry and reflect on their group interactions following an activity.

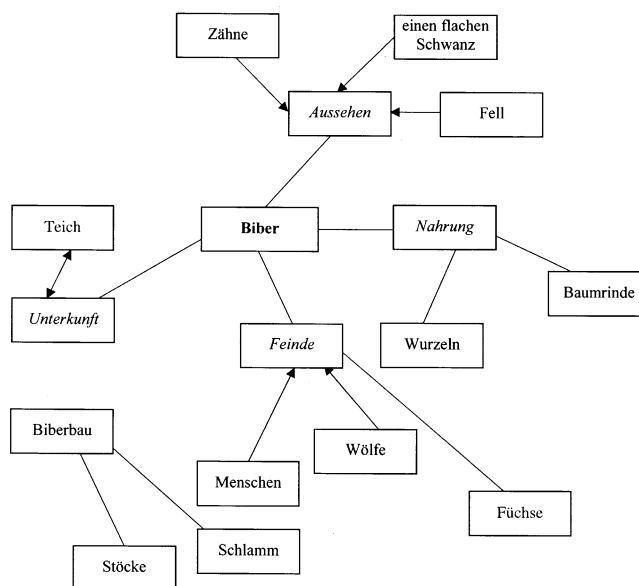
<b>Über Gruppenarbeit nachdenken</b>	
<i>Name:</i> _____	
<i>Datum :</i> _____	
<i>Untersuchungsthema:</i> _____	
<i>Gruppenmitglieder:</i> _____	
1.	<i>Was war mein bester Beitrag zur Gruppendiskussion?</i> <i>Vorschlag:</i> _____ <i>Idee:</i> _____ <i>Frage:</i> _____ <i>Tätigkeit:</i> _____
2.	<i>Warum war das mein bester Beitrag?</i>
3.	<i>Was ich von meiner Gruppe gelernt habe:</i>
4.	<i>Ein Beitrag, der mir später eingefallen ist:</i>
5.	<i>Was ich beim nächsten Mal besser machen kann:</i>

**Create and Follow a Plan**

Students will be able to:

**3.1.4** gather and record information and ideas using a plan**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students develop questions about their topic of study, using such strategies as a KWL (WML) chart, or a 6Ws— *Wer? Was? Wie? Wann? Wo? Warum?*. They list possible resources and locations to find answers to specific questions (e.g., encyclopedia, textbooks, magazines, videos, experts, friends and family, the Internet).
- Students learn to condense (paraphrase) information from a presentation made by the teacher or a guest to the classroom.
- Provide a variety of graphic organizers or frames for students to use to access and gather information.
- Students read, listen to, or view information and record the main ideas and supporting details in point form on narrow strips of paper.
- Use thinking maps (mind maps, semantic maps, and concept organizers) to assist in recalling prior knowledge.



**Create and Follow a Plan***Students will be able to:***3.1.4** gather and record information and ideas using a plan *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use a plan that is provided or a teacher-student created plan to gather and record information for inquiry or research?
- identify factors critical to an effective plan for an inquiry (time available, purpose of inquiry, depth of investigation expected)?

 **Checklists**

Develop a checklist to assess students' skills in using a variety of strategies for gathering information, and selecting an appropriate strategy for recording information.

 **Conferences**

Conference with the students to discuss which strategies they have chosen to gather and record information.

 **Work Samples**

After students have had ample opportunity to practise using a variety of graphic organizers to gather and organize information and ideas, collect work samples to assess students' abilities.

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

**Identify Personal and Peer Knowledge**

*Students will be able to:*

**3.2.1** record, select, and share personal knowledge of a topic of focus inquiry or research

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students record their personal knowledge of a topic by writing words and phrases on pieces of self-stick notes that can be sorted in a variety of ways.
- Students complete prompts to consolidate, question, or review what they have learned. These are shared with classmates (e.g., *Weißt du ...? Ich frage mich, warum ... Ich möchte mehr über ... lernen. Heute ...*).
- Students prepare and share personal knowledge of a special celebration.
- Students think about their personal knowledge of a topic, listen to peers, draw what they recall from the discussion, and then share the drawing with a partner.
- Students develop a thinking map or other graphic organizer using personal knowledge about a topic. They then select particular aspects of the topic upon which to focus further.

**Identify Personal and Peer Knowledge***Students will be able to:*

- 3.2.1** record, select, and share personal knowledge of a topic to focus inquiry or research (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use a range of strategies for recording information?
- collaborate with others to generate information?
- demonstrate willingness to work with others in a collaborative inquiry or research project?

 **Checklists**

Develop a checklist from the Focus for Assessment criteria. Date and record the context of all observations.

 **Conferences**

Conference with students about work in progress to determine how they select, record, and share personal information.

 **Response Journals/Reflection Logs**

Respond to the students' dialogue journals or inquiry notebooks to help them clarify concepts and topics.

 **Portfolios**

Use work samples to determine whether there is progress in ability to identify and share personal knowledge on a topic.

 **Work Samples**

Work samples provide a range of recording methods that the students use.



*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**Identify Sources**

*Students will be able to:*

**3.2.2** answer inquiry or research questions, using a variety of information sources

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When researching (e.g., a weather phenomenon such as tornadoes or hurricanes), students list possible sources to use to locate information and choose three to five of them.  
*Sachbücher ✓      Interviews*  
*CDs                      Zeitschriften*  
*Internet ✓              Dokumentarfilme ✓*
- Students are given organizers in advance of a field trip or develop a class chart together (*Wohin gehen wir...? Warum gehen wir...? Was möchten wir sehen ...? Was ich interessant fand, war... Fragen, die ich noch habe...*).
- Invite a guest presenter or a storyteller from the German community to speak on a research topic.
- Develop with students a series of questions before interviewing someone on a topic. Students share their inquiry questions with the guest in advance.
- Invite students to record personal knowledge of a topic on a graphic organizer, and review the information to determine their information gaps. Students, with teacher guidance, are asked to fill these gaps by generating interview questions that they will ask their peers. Students work in pairs or small groups to interview peers.
- Students use research cards when gathering information on a topic under study. Invite students to brainstorm a list of inquiry questions. Each student writes one inquiry question on a research card. They record the source on the front of the card and the information they found to answer the question on the back. Students work in pairs to complete research cards and share their findings with other pairs in small groups.
- Students conduct Internet searches on German websites when researching a topic of interest. Searches should not be done on search engines such as Google. Use trusted sites only (e.g., Blindekuh).

**Identify Sources**

*Students will be able to:*

- 3.2.2** answer inquiry or research questions, using a variety of information sources  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- select primary sources?
- select secondary sources?
- select and use a variety of oral, print, and other media sources independently to answer inquiry or research questions?

 **Checklists**

Use the Focus for Assessment criteria to develop a checklist. Date each observation and note the context.

 **Response Journals/Reflection Logs**

Ask students to reflect in their learning logs or inquiry notebooks on the information sources they identified to answer research/inquiry questions.

 **Work Samples**

Review work samples that reflect a variety of the students' information sources to answer inquiry or research questions.

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

**Evaluate Sources**

*Students will be able to:*

**3.2.3** review information to determine its usefulness to inquiry or research needs

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students follow pre-established questions to determine whether or not their information is needed.
- With students, establish criteria for determining the reliability of sources. Then, students analyze sources using forms such as the following:

***Kriterien zur Bewertung von Informationsquellen***

*Wer hat den Text geschrieben? (Laien? Experten?)*

*Wo wurde er herausgegeben? (im Inland? im Ausland?)*

*Wer hat den Text herausgegeben? (eine Privatperson? ein Verlag? eine Firma?)*

*Enthält der Text Abbildungen?*

*Enthält der Text Schaubilder?*

*Enthält der Text eine Quellenangabe?*

*Enthält er Text Erklärungen?*

*Kann man den Inhalt gut überblicken?*

*Kann man den Inhalt gut verstehen?*

- Students develop an Inquiry Chart with teacher guidance.

**Evaluate Sources***Students will be able to:*

- 3.2.3** review information to determine its usefulness to inquiry or research needs  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use pre-established criteria established for evaluating sources?
- self-question to determine the appropriateness of sources?
- differentiate between suitable and unsuitable information?
- access a variety of sources of information?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria to assess students' skills in determining the usefulness of information sources for inquiry, using pre-established criteria. Date and note the context of observations. Refer to the checklist at various times throughout the year to note progress over time.

 **Response Journals/Reflection Logs**

Ask students to reflect in their learning logs or inquiry notebooks on the information sources used for research.

General Outcome

3

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

GRADE

**5**

Specific  
Outcome

**Access Information**

*Students will be able to:*

**3.2.4** use a variety of tools to access information and ideas; use visual and auditory cues to identify important information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When studying research topics, students find relevant information by scanning chapter headings and indices in German reference books and by using German encyclopedia guide words.
- When listening to an oral presentation, students jot down ideas for follow-up questions.
- Students attend to auditory cues such as volume, repetition, emphasis, voice-overs, music, and background music in television commercials that signal important information.
- Students hunt for hidden treasures in books. Students use an established set of questions from the teacher to locate information in a book, dictionary, atlas, text, etc.
- Students gather information on a variety of Canadian explorers using a web to record important information.

**Access Information***Students will be able to:*

- 3.2.4** use a variety of tools to access information and ideas; use visual and auditory cues to identify important information (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use textual cues such as chapter headings and guide words when accessing information from print sources?
- use auditory and visual cues to identify key ideas and information from a variety of sources?

 **Checklists**

Use the Focus for Assessment criteria to develop a checklist. Date each observation and note the context.

 **Conferences**

Discuss with students their ability to use a variety of tools and cues to access important information. Encourage students to reflect on and assess their strategies for extracting specific information. Pose questions such as:

- Did you find more or less information in German than you expected?
- What parts were easy for you?
- What kinds of problems did you have? How did you solve them?
- What did you learn about working in German that you want to remember?

General Outcome

3

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

GRADE

**5**

Specific  
Outcome

**Access Information**

*Students will be able to:*

**3.2.4** use a variety of tools to access information and ideas; use visual and auditory cues to identify important information (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Teacher's Notes**

**Access Information***Students will be able to:*

- 3.2.4** use a variety of tools to access information and ideas; use visual and auditory cues to identify important information *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES
 **Self-Assessments**

Students complete a self-assessment questionnaire to determine their own skills at using visual cues to locate and gather information and ideas. Possible statements could be: “I use information from pictures.” or “I use headings and sub-headings to determine what the text is about.”

<b>Quellen finden und Informationen sammeln—Schülercheckliste</b>				
<i>Ich kann...</i>	<i>Super</i>	<i>OK</i>	<i>Noch nicht</i>	<i>Kommentar</i>
<i>– die Computerkartei benutzen um Bücher zu finden.</i>				
<i>– Bücher auf dem Regal finden.</i>				
<i>– im Inhaltsverzeichnis mein Thema finden.</i>				
<i>– im Register mein Thema finden.</i>				
<i>– Informationen aus Schaubildern entnehmen.</i>				
<i>– Informationen aus Landkarten entnehmen.</i>				
<i>– Informationen aus Bildern entnehmen.</i>				
<i>– mit Hilfe von Überschriften mein Thema finden.</i>				
<i>– mit Hilfe von Signalwörtern im Text mein Thema finden.</i>				
<i>– mit Hilfe von Suchmaschinen Informationen im Internet finden.</i>				



*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

**Make Sense of Information**

*Students will be able to:*

**3.2.5** recognize organizational patterns of oral, visual, and written text; skim, scan, and listen for key words and phrases

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students highlight key words and main ideas in their own notes for study and quick review.
- Students describe a picture using headings such as *Farben, Striche, Struktur, Form, Muster, Perspektive, usw.*
- Students are taught to develop a short email summary of the main ideas of a topic. They exchange emails with students in another school.
- Students summarize, in jot-note or paragraph form, topics they are studying in other subject areas. Key words and phrases in each area should be highlighted or underlined.
- Students practise identifying the meaning of an unknown word by looking at the context of the word.
- Students practise listening to and viewing conversations that may be beyond their level of understanding. Students listen for key words and phrases and observe body language to interpret meaning.
- Help students to locate information in dictionaries using the guide words at the top of the page.

**Make Sense of Information***Students will be able to:*

- 3.2.5** recognize organizational patterns of oral, visual, and written text; skim, scan, and listen for key words and phrases (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize and use organizational patterns of text to construct meaning and prepare for composing (patterns for recognition and use should include main idea and supporting detail, explanation, compare-contrast, cause-effect, and sequence)?
- skim to find general strategies?
- scan to find specific details?
- identify key words and phrases during listening?

 **Conferences**

Conference with students to determine whether they are able to recognize the organizational patterns that authors use to structure texts.

 **Work Samples**

Review students' work to assess their ability to construct meaning and organize information and to determine whether they are using various organizational patterns taught in class.

General Outcome

3

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

GRADE

**5**

Specific  
Outcome

**Make Sense of Information**

*Students will be able to:*

**3.2.5** recognize organizational patterns of oral, visual, and written text; skim, scan, and listen for key words and phrases (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Teacher's Notes**

**Make Sense of Information***Students will be able to:*

- 3.2.5** recognize organizational patterns of oral, visual, and written text; skim, scan, and listen for key words and phrases *(continued)*

**SAMPLE ASSESSMENT STRATEGIES**

**Response Journals/Reflection Logs**

After viewing the video, students reflect on the process of predicting what might have occurred next as well as whether or not their prediction was correct. Students are then asked to write about their comprehension processes. These entries may be open-ended or structured according to framed sentences. Structured entries may include the following:

*Wenn ich mir einen Film oder eine Werbung ansehe, dann*

- *denke ich an gar nichts.*
- *stelle ich mir vor, ich bin die Hauptperson.*
- *frage ich mich, was passieren wird.*
- *warte ich einfach ab, was kommt.*

*Dieses hilft mir, die Handlung zu verstehen:*

- *die Musik*
- *die Gestik der Personen*
- *die Stimmen der Personen*
- *die Beleuchtung*
- *der Kamera einstellung*
- *die Untertitel*
- *meine Fantasie*

*Am besten verstehe ich einen Film wenn...*

- *ich ihn schon einmal gesehen habe.*
- *der Lehrer ihn anhält und erklärt.*
- *ich mich frage, was passiert ist.*

**SAMPLE RESOURCES**

Art Image series visuals

Discover Art series visuals

Students will listen, speak, read, write, view, and represent in German to manage ideas and information.

3.3 Organize, Record, and Assess

### Organize Information

Students will be able to:

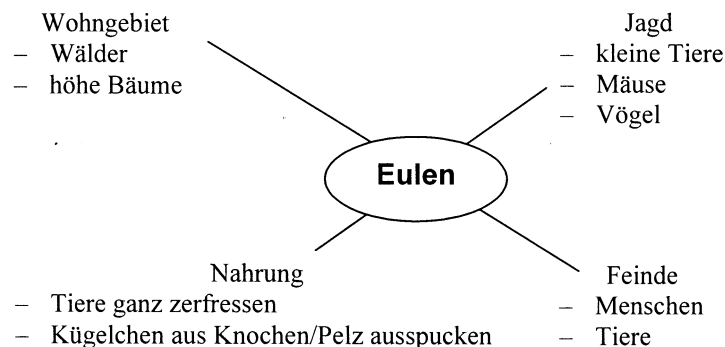
3.3.1 organize information and ideas into categories, using a variety of strategies

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students highlight key words and main ideas in their own notes for study and quick review.
- Students are all given the same information (e.g., a simple encyclopedia entry). Each pair of students is assigned a different way of displaying information, such as in *Tabellenform*, in *Igelform*, als *Flussdiagramm*, in *Kreisform*, *auf Kärtchen*, in *Begriffsreihen*, in *Stichpunkten mit Überbegriffen*, etc. so that they become familiar with many possible types of graphic organizers and note-taking strategies. When all the ways are displayed, the class discusses the pros and cons of different organizational methods for different purposes.
- Students create a chart to find and organize information on the physical regions of Canada.

Wo ist das Gebiet?	Wie sieht das Gebiet aus?	Klima	Unterkunft	Bevölkerung	Industrie

- Students choose the categories of food, exercise, and shelter to make a chart on caring for a dog. Students develop questions to find relevant information (e.g., What size is the dog? How active is the dog? Does the dog live inside or outside?).
- Students organize information on a class timeline to show the exploration and settlement of early Canada.
- Students use a visual organizer, such as a web, chart, diagram, or illustrations, to present information on owls. For example:



**Organize Information***Students will be able to:*

- 3.3.1** organize information and ideas into categories, using a variety of strategies  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use strategies for organizing information and ideas in unfamiliar materials into categories such as *Wer? Was? Wie? Wann? Wo? Warum?*
- use a range of strategies for organizing information and ideas such as webbing and using graphic organizers?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria.

 **Anecdotal Records**

Record observations and examples of how students organize ideas and information using a variety of strategies.

 **Conferences**

Conferences provide opportunities to discuss specific organizational techniques and strategies with students on an individual basis.

 **Work Samples**

Review completed charts, maps, and webs.

 **Portfolios**

Students select work samples that provide evidence of their use of graphic organizers to categorize and present ideas and information gathered to answer inquiry questions. Assist students in choosing appropriate graphic organizers. Work samples should be dated to show progress over time.

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

**Record Information**

*Students will be able to:*

**3.3.2** record key words, phrases, and images by sub-topic; cite authors and titles of sources appropriately

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When reading for information, students jot down key words, important points, and interesting ideas in notes, lists, webs, and charts.
- Students cite sources used in a project or report, using a format like the following:

Titel:	_____
_____	_____
Autor:	_____
_____	_____
Verlag:	_____
_____	_____
Datum:	_____
_____	_____

- Students collect and record information on lifestyles in Germany under such headings as food, dress, holidays, sports, and recreation.
- Students are given an excerpt from a reference book that has no sub-topic headings. They are asked to identify the topics and decide where the publisher could place suitable headings.
- Students identify topics to be summarized. Students identify the main idea at the beginning, middle, and end of the text.

**Record Information***Students will be able to:***3.3.2** record key words, phrases, and images by sub-topic; cite authors and titles of sources appropriately (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- record notes in own words?
- make effective notes from a variety of source materials?
- use a variety of recording and note-making methods?
- cite authors and titles alphabetically and provide publication dates of sources in a bibliography?

 **Checklists**

Develop checklists to assess students' skills and strategies in making notes and providing references.

 **Work Samples**

Review notes, maps, and other graphic organizers.

 **Conferences**

Conference with students to discuss how their note-taking methods suit their inquiry or research projects. Ask students why they chose a particular organizational method for their notes. Use the students' learning logs to discuss the match between the questions posed and the notes compiled to answer them.



General Outcome

3

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

GRADE

**5**

Specific  
Outcome

**Record Information**

*Students will be able to:*

**3.3.2** record key words, phrases, and images by sub-topic; cite authors and titles of sources appropriately (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Teacher's Notes**

**Record Information***Students will be able to:*

- 3.3.2** record key words, phrases, and images by sub-topic; cite authors and titles of sources appropriately *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES
 **Portfolios**

Students select samples of their notes along with completed projects. They include a self-reflection sheet explaining why they chose a particular piece of work. Work samples should be dated to show progress over time. A sample self-reflection sheet may include the following.

<b>Notizen machen—Selbstbeurteilung</b>	
Name: _____ Datum: _____	
Projekttitle _____	
1. Wie ich Notizen gemacht habe:	
– in Stichpunkten, der Reihe nach	
– in Stichpunkten, mit Überbegriffen	
– in Tabellenform	
– in Igelform	
– gar nicht	
2. Dann habe ich die Information so geordnet:	
– in Tabellenform	
– als Flussdiagramm	
– in Igelform	
– in Kreisform	
– auf Kärtchen	
– gar nicht. Ich habe mein Projekt geschrieben, ohne vorher die Informationen zu ordnen	
3. Auf diese Leistung bin ich stolz: _____	
4. Das kann ich verbessern: _____	

General Outcome

3

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

GRADE

5

Specific  
Outcome

**Evaluate Information**

*Students will be able to:*

**3.3.3** recognize gaps in the information gathered and locate any additional information needed

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students follow models (e.g., graphic organizers or chart) to record information and to see where more information is needed.
- Students watch video clips of a German TV program to gather information. Then, they research the topic using other sources to see what information was missing in the video presentation.
- Repeat the above using German TV/newspaper coverage of an international event.
- During a peer or teacher conference on a draft copy of a report, students ask and answer questions, such as:
  - *Habe ich für jede Hauptidee genug Angaben, um sie klarzumachen?*
  - *Beziehen sich alle meine Ideen wirklich auf das Thema?*
  - *Sind meine Ideen in einer logischen Reihenfolge?*
  - *Brauche ich noch mehr Schaubilder, Tabellen, Landkarten usw.?*

**Evaluate Information***Students will be able to:*

- 3.3.3** recognize gaps in the information gathered and locate any additional information needed (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize gaps in the information compiled?
- demonstrate willingness to gather additional information?
- locate additional information needed for a particular form, audience, and purpose?
- demonstrate understanding of the relationship among content, form, purpose, and audience in an inquiry or research project?

 **Checklists**

Observe and assess students' skills in deciding whether gathered information is suitable and sufficient to answer inquiry questions. Data should be dated and the context of the observation recorded. Review the data to inform instruction.

 **Conferences**

Conference with students to discuss their work in progress. Ask questions about the suitability of the information collected and provide feedback and guidance.

 **Peer Conferencing**

Students bring inquiry notes to class and share them with a partner.

SAMPLE **RESOURCES**

TV/newspaper/Internet coverage of an international event

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

**Develop New Understanding**

*Students will be able to:*

- 3.3.4** determine information needs during the inquiry or research process; discuss and assess inquiry or research experiences and skills

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students use a class-developed set of criteria to evaluate their own research skills. For example:

**Untersuchungen durchführen—Selbstbewertung**

- |   |                  |
|---|------------------|
| 1. <i>Ich habe mehr als eine Quelle benutzt.</i>  | <i>Ja / Nein</i> |
| 2. <i>Ich habe Antworten auf alle meine Untersuchungsfragen gefunden.</i>                   | _____            |
| 3. <i>Ich habe alle Fragen in eigenen Worten beantwortet.</i>                               | _____            |
| 4. <i>Ich habe meine Ergebnisse auch graphisch dargestellt.</i>                             | _____            |
| 5. <i>Ich habe Titel, Autoren, usw. in meiner Quellenangabe vollständig aufgeschrieben.</i> | _____            |

*Bei der nächsten Untersuchungsaufgabe werde ich:*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Develop New Understanding***Students will be able to:*

- 3.3.4** determine information needs during the inquiry or research process; discuss and assess inquiry or research experiences and skills *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify and assess new knowledge gained through inquiry?
- form personal conclusions?
- generate new questions for future research or inquiry?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria.

 **Student Self-Assessments**

Students use a checklist of questions developed by the class to rate themselves.

- *Sind meine Hauptideen klar ausgedrückt?*
- *Habe ich Schaubilder gemacht, um Information deutlich zu zeigen?*
- *Habe ich Überschriften benutzt, um alles besser zu organisieren?*
- *Habe ich Angaben aus mehreren Quellen benutzt?*
- *Habe ich jemanden um Hilfe gebeten?*
- *Habe ich neue Fragen entdeckt?*

 **Anecdotal Records**

Use anecdotal records to determine students' information needs during the inquiry process and their skills at assessing inquiry experiences and skills. All observations are dated and the context recorded.

 **Conferences**

Conference with students using their self-assessments along with their work samples. Provide feedback on whether their self-reflections correspond with their daily work. Provide guidance and direction for future work.

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

Specific  
Outcome

**Develop New Understanding**

*Students will be able to:*

**3.3.4** determine information needs during the inquiry or research process; discuss and assess inquiry or research experiences and skills (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students use a Research Checklist for self-assessment to determine information needs during the research process in order to assess their research experience and skills.

<b>Informationssuche—Schülercheckliste</b>	
Name _____	Datum _____
Untersuchungsthema _____	
<b>Planung</b>	
_____	<i>Ich habe das Thema verstanden.</i>
_____	<i>Ich habe Fragen zum Thema gestellt.</i>
_____	<i>Ich habe einen Plan entwickelt.</i>
<b>Angaben sammeln</b>	
_____	<i>Ich habe Informationsquellen aufgeschrieben.</i>
_____	<i>Ich habe Informationen gefunden.</i>
_____	<i>Ich habe die besten Quellen gewählt.</i>
<b>Notizen machen</b>	
_____	<i>Ich habe Informationen kurz notiert.</i>
_____	<i>Ich habe die Angaben in eigenen Worten formuliert.</i>
_____	<i>Ich habe die Angaben kategorisiert.</i>
_____	<i>Ich habe nur die besten Angaben behalten.</i>
_____	<i>Wo Angaben gefehlt haben, habe ich weitergesucht.</i>
<b>Über meine Arbeit nachdenken</b>	
_____	<i>Ich habe meinen Plan durchgeführt.</i>
_____	<i>Ich habe meine Fragen beantwortet.</i>
<i>Ich habe diese neuen Fähigkeiten gelernt: _____</i>	
<i>Beim nächsten Mal werde ich: _____</i>	

**Develop New Understanding***Students will be able to:*

- 3.3.4** determine information needs during the inquiry or research process; discuss and assess inquiry or research experiences and skills *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES **Portfolios**

Students include completed research/inquiry projects along with their self-assessment checklists in their portfolios. Students reflect on the entire research process and make suggestions for future work.

<b>Self-Reflection on My Inquiry or Research</b>	
Name _____	Date _____
Inquiry/Research Title _____	
1. My best work was done for:	
_____ Planning	
_____ Collecting Information	
_____ Recording Information	
2. It was my best because _____	
3. I still need to work on _____	



General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.1 Generate and Focus

GRADE

5

Specific Outcome

**Generate Ideas**

*Students will be able to:*

**4.1.1** focus a topic for oral, written, and visual texts, using a variety of strategies

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students list words or phrases that reflect what they know about a topic.
- Students tell the main points of a topic in the form of a telephone conversation or email.
- Students record main ideas, characters, settings, and main events using a story frame, map, or story planner.
- Students brainstorm a list of possible writing topics. The topics are recorded and posted in the classroom and/or kept in student journals.

**Generate Ideas***Students will be able to:*

- 4.1.1** focus a topic for oral, written, and visual texts, using a variety of strategies  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate fluency in generating ideas?
- note key words and phrases?
- visually represent ideas to focus topic?
- choose ideas and information relevant to the topic?
- group information appropriately?
- include sufficient information or data?
- use a story frame, map, or planner appropriately?
- use an informal text frame appropriately?
- use pictures or diagram frames to record important ideas and information?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date and note the context of all observations. Discuss and provide feedback regarding students' skills in generating ideas and focusing on a topic.

 **Conferences**

Conference with students, using the Focus for Assessment to develop questions for discussion.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Choose Forms**

*Students will be able to:*

**4.1.2** use a variety of forms for particular audiences and purposes

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students keep a writing log where they record personal experiences, information, etc., on a regular basis.
- Students use an interview form that is developed in the classroom, to speak with an elder, parent, artist, etc.
- Students use a story planner that suits the topic as a pre-writing activity.
- Using computer software programs, students create concert programs for an upcoming school concert.
- Students examine a variety of cartoon or comic strips from German sources. Students might each select a familiar situation and create a five-to-eight frame cartoon, using several noted expressions.
- After students have listened to a German song or viewed a video, they create CD covers or video cases to promote it.
- In groups, students read a selection of German children's stories and then each select one of the following projects:
  - create a pattern book for young children
  - role-play a story
  - record a story
  - create an advertisement
- As part of a daily/weekly current events program, students, working in groups, dramatize a news story in class. As the group dramatizes, other students try to guess the 5Ws of the news story. As students guess, write out the information on the blackboard. Students record the information in their notebooks in the form of a news summary.
- Students, working in groups, plan and construct a mural to represent a narrative or informational text read in class. Planning for the mural involves deciding on the main idea, sequence of images (ideas), and supporting details.
- Students create a brochure to advertise a field trip recently completed.

**Choose Forms***Students will be able to:***4.1.2** use a variety of forms for particular audiences and purposes (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use a variety of forms for compositions which are appropriate to audience and purpose?
- discuss various forms and their intended purposes?
- consider the audience’s needs?
- change oral, written, or media text into other forms (e.g., change a story into Reader’s Theatre, etc.)?

 **Checklists**

Develop criteria for various forms and observe students as they select those that best communicate their message for particular audiences. The focus for observation for a variety of forms is listed below:

- Narratives  
Observe students’ abilities to select and use one of the story planners studied in class. The story frame chosen may be used to assess students’ writing of these forms.
- Reports  
Does the student:
  - include an introduction?
  - present the main idea clearly and precisely?
  - relate supporting ideas to the main idea?
  - include details that explain the ideas?
  - include a conclusion?
- Reader’s Theatre  
Does the student:
  - use appropriate voice intonation to portray character?
  - use appropriate voice volume?
  - limit movement to simple gestures?
- Murals  
Does the student:
  - highlight main ideas visually?
  - sequence according to outlines or notes?
  - include specific details?

General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.1** Generate and Focus

GRADE

**5**

Specific Outcome

**Choose Forms**

*Students will be able to:*

**4.1.2** use a variety of forms for particular audiences and purposes (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Teacher's Notes**

**Choose Forms***Students will be able to:***4.1.2** use a variety of forms for particular audiences and purposes (*continued*)SAMPLE **ASSESSMENT** STRATEGIES **Rubrics**

With students, develop rubrics that describe different levels of performance related to the criteria for each assignment.

 **Self-Assessments/Peer Assessments**

When students work in groups to create CD covers or cartoons, ask each group to agree on three or four criteria they will use for self- and peer assessment. For example, students might focus on the following:

- *wie man mitmacht*
- *wie kreativ man ist*
- *wie vorsichtig man arbeitet*
- *wie bereit man ist, neue Ideen auszuprobieren*

They could keep these assessments in journals, portfolios, or learning logs.

 **Portfolios**

Students choose pieces they have composed in a variety of text forms for a variety of audiences. Students are encouraged to include sample planners with their final work.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Organize Ideas**

*Students will be able to:*

- 4.1.3** develop and arrange ideas in own oral, written, and visual texts, using a variety of organizers

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Model the use of story planners before inviting students to create a new story.
- Students learn about graphic design and visual clues in photographs and pictures.
- Students recompose a prepared text in a diagram, table, graph, or map form.
- Students use echo-acting activities as models for writing their own echo-acting activities.
- Students write a paragraph about their dream vacation using a narrative paragraph frame to organize their ideas, such as the following:

**Im Erzählungston schreiben**

1. *Suche dir ein interessantes Thema aus.*
2. *Überlege dir, welche Erzählerperspektive du gebrauchen wirst (Als Teilnehmer gebrauchst du 'ich'; als Zuschauer gebrauchst du 'er' oder 'sie').*
3. *Liste die Geschehnisse der Reihe nach auf.*
4. *Überlege dir, ob alle Sätze so deutlich und alle Wörter so effektiv wie möglich sind.*
5. *Überlege, ob der Anfang interessant ist, damit der Leser zu Ende liest.*
6. *Versichere, dass der Leser am Ende weiß, dass es das Ende ist. Vielleicht machst du eine zusammenfassende Bemerkung oder erzählst, wie sich die Hauptpersonen fühlen.*

**Schülercheckliste**

1.  *Zieht dich der Anfang in die Geschichte hinein?*
2.  *Ist es deutlich, wer die Geschichte erzählt?*
3.  *Gibt es eine logische Reihenfolge?*
4.  *Ist die Geschichte klar und leicht zu verstehen?*
5.  *Gibt es verschiedene Satzstrukturen im Text?*
6.  *Kommt die Geschichte zu einem klaren Ende?*
7.  *Bist du mit dem Ende zufrieden?*

**Organize Ideas***Students will be able to:***4.1.3** develop and arrange ideas in own oral, written, and visual texts, using a variety of organizers (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify organizational patterns in listening, reading, and viewing experiences?
- use the patterns in listening, reading, and viewing experiences as models to create his/her own oral, written, and visual texts?

 **Checklists or Rubrics**

Develop a checklist or rubric that addresses students' abilities to use a variety of text organizers to develop and arrange ideas in their own oral, written, and visual texts.

 **Reader Responses**

Provide opportunities for students to respond in visual ways, using what they have learned about visual literacy. For example, they may respond to poetry using colour, shape, and line in their representation, but not words. They may respond using mime or dance.

 **Self-Assessments**

Students monitor their own learning using completed graphic organizers that have been modelled by the teacher to determine whether they have effectively developed and arranged ideas in their own creations.

 **Conferences**

Conference with students to assist, direct, and assess their use of graphic organizers to develop and plan personal creations.



*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Organize Ideas**

*Students will be able to:*

**4.1.3** develop and arrange ideas in own oral, written, and visual texts, using a variety of organizers *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When preparing non-fictional writing the students use graphic organizers such as slim jims, KWL (WML), web, Venn diagrams, charts, maps, etc. (See Appendix D.)
- Students use 6Ws (*wer, wie, wo, was, wann, warum?*) to organize ideas for creating a media text.
- After reading a selected story, groups of students prepare to visual representation of the story using text and illustrations (storyboard). Suggested steps for creating a storyboard are as follows:
  1. *Überlege dir die Hauptgeschehen.*
  2. *Schreibe zu jedem Hauptgeschehen einen Satz.*
  3. *Nummeriere sie der Reihe nach.*
  4. *Zeichne zu jedem Satz ein Bild.*
- When preparing a group presentation about a research topic, students decide which illustrations, charts, artifacts, and videos would best enhance their report and engage the interest of the audience.

GRADE

5

Specific  
Outcome

**Organize Ideas**

*Students will be able to:*

**4.1.3** develop and arrange ideas in own oral, written, and visual texts, using a variety of organizers (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**

Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.

**Appraise Own and Other's Work**

Students will be able to:

- 4.2.1** share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm criteria for evaluating children's magazines.

<b>Kriterien</b>	<b>Bewertungsskala</b>					<i>Kommentare</i>
	<i>schwach</i>	<i>ausgezeichnet</i>				
	1	2	3	4	5	_____
– <i>Inhaltsverzeichnis</i>						_____
– <i>Artikel</i>						_____
– <i>Sonderbeiträge</i>						_____
– <i>Zeichnungen/Graphiken</i>						_____
– <i>Aktivitäten</i>						_____
– <i>Interessenniveau</i>						_____

- Students use an established checklist to revise an advertisement for a school play.

<b>Inhalt</b>	<b>Ja</b>	<b>Nein</b>
<i>Spricht meine Werbung meiner Zielgruppe an?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Ist der Inhalt passend für die Zielgruppe?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Habe ich alle wichtigen Angaben erwähnt?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Sind die Illustrationen und der Schrifttyp passend zum Thema?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organisation</b>		
<i>Ist alles in einer logischen Reihenfolge?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Wortwahl</b>		
<i>Sind meine Wörter passend für die Zielgruppe und das Thema?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Rechtschreibung</b>		
<i>Habe ich alles richtig buchstabiert?</i>	<input type="checkbox"/>	<input type="checkbox"/>

- Students peer conference and use the following statements to make recommendations:
  - *Ich mag wie...*
  - *Sag mir wie...*
  - *Versuch mal...*
  - *Die Farben...*
  - *Ich verstand nicht...*
  - *Ich möchte mehr wissen über*

**Appraise Own and Others' Work***Students will be able to:*

- 4.2.1** share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- plan and create original work using pre-established criteria?
- provide appropriate feedback to peers?
- participate in peer revision?
- use revision processes in his/her own work?
- participate in developing criteria for revision?
- use criteria to appraise his/her own and others' work?
- show interest in others' work and ideas?
- consider and use suggestions in future revisions?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Date and include the context of each observation to note progress over time. Use the data to guide instruction and conferencing.

 **Rubrics**

Use the Focus for Assessment criteria to create rubrics that describe levels of performance. Students should be familiar with the criteria.

 **Thinking About My Composing**

Encourage students to review their own creations using a self-assessment questionnaire like the sample below. This fosters self-reflection and the development of a plan for future work.

<b>Über mein Schreiben nachdenken</b>
<i>Name:</i> _____ <i>Datum:</i> _____
<i>Mein Titel</i>
<i>Zwei Aspekte, auf die ich stolz bin:</i>
<i>Was ich zur Verbesserung gemacht habe:</i>
<i>Wo ich noch Verbesserungen machen kann:</i>

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Appraise Own and Other's Work**

*Students will be able to:*

- 4.2.1** share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- While writing a poem about horses, a student reads a couple of lines to classmates and asks: *“Hört man in meinen Wörtern, dass das Pferd schnell rennt?”*
- Students share their creations with peers during an Author’s Chair activity. Review vocabulary and tips for asking for feedback and for giving specific encouragement and constructive feedback. Post sentence frames that may serve as prompts, and offer language support during the Author’s Chair interactions.

*Für den Autor*

*Ich brauche Hilfe mit ...*

*Was hat euch am Besten gefallen?*

*Habt ihr Empfehlungen?*

*Für das Publikum*

*Ich mag ...*

*Er war interessant, wie ...*

*Erzähle mir bitte mehr über ...*

*Ich verstehe nicht ....*

**Appraise Own and Others' Work***Students will be able to:*

- 4.2.1** share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES
 **Self-Assessments**

Have students record their feedback and suggestions on a Response Sheet.

<b>Was man mir empfiehlt</b>	
Name: _____	Datum _____
Texttitel _____	
Feedback/Empfehlungen von anderen:	
1. Klassenkameraden	
a) im Partnergespräch	
Änderungsvorschläge	was ich geändert habe
b) beim Vorlesen (Autorenstuhl)	
Änderungsvorschläge	was ich geändert habe
2. Lehrer/Lehrerin	
Änderungsvorschläge	was ich geändert habe
3. Ich als Selbstkritiker	
Änderungsvorschläge	was ich geändert habe

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Revise Content**

*Students will be able to:*

**4.2.2** revise to create an interesting impression and check for sequence of ideas

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When revising a piece of writing, students decide from the tone of the sentence if an exclamation mark is necessary or if a period is more appropriate.
- Students decide to add an exclamatory sentence to the beginning of a story to get the reader's attention and interest.
- Students complete a self-check guide after writing.
- Students work on Cloze exercises and try out precise nouns, powerful verbs, and vivid adjectives and adverbs.
- Using a previously written story, students rewrite the ending to create an interesting twist to their original creation.
- Students are given a simple text (e.g., from a younger grade, and in pairs add interesting detail to enhance the text).
- Invite students to help develop a class chart or checklist to be used as a revision guide for informational text.

<b>Revisionsbogen</b>	
Name _____	Datum _____
Titel _____	
<input type="checkbox"/> Ich lese mir meinen Text laut vor, um ihn besser zu hören. <input type="checkbox"/> Mein Text ist logisch und leicht zu verstehen. <input type="checkbox"/> Ich habe genug Information, dass die Leser mein Thema verstehen können. <input type="checkbox"/> Meine Leser werden den Text interessant finden. <input type="checkbox"/> Ich habe neue Ideen und Informationen. <input type="checkbox"/> Ich habe die wichtigsten Ideen in verschiedener Form wiederholt. <input type="checkbox"/> Mein Text ist erinnerungswert. <input type="checkbox"/> Ich bin mit meiner Wortwahl zufrieden.	

**Revise Content***Students will be able to:*

- 4.2.2** revise to create an interesting impression and check for sequence of ideas  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize the need for revision?
- demonstrate willingness to revise his/her work?
- revise the content of his/her work?
- revise his/her work for clarity?
- organize thoughts and information for effective communication?
- ask others for specific help?
- engage in self-questioning?
- ask relevant questions?
- provide positive feedback to others?

 **Checklists**

Develop a revision checklist based on the Focus for Assessment criteria. Date and include the context of each observation. Use the data to guide instruction and to note progress over time.

 **Conferences**

Discuss with students aspects of revision such as:

- areas that presented a problem
- an action plan to implement revisions



General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.3 Attend to Conventions

GRADE

5

Specific Outcome

**Revise Content**

*Students will be able to:*

**4.2.2** revise to create an interesting impression and check for sequence of ideas  
*(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Model revision procedures on the overhead projector using grade-appropriate texts and a think-aloud process. Students participate in guided practice as a whole class, in small groups, and then individually. Students are encouraged to read aloud to themselves, ask questions, and keep a revision record up-to-date when revising work.
- Students double-space their work to aid revision. Using scissors and tape, students cut and paste text when revising their work.
- Students practise using word processing software to insert, cut, and paste text within and between documents.

**Revise Content***Students will be able to:*

- 4.2.2** revise to create an interesting impression and check for sequence of ideas  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES
 **Self-Assessment Revision Checklists**

Students self-assess and record their revising skills according to a checklist revision record. For example:

<b>Zum letzten Mal revidiert—Schülercheckliste</b>	
Name _____	Datum _____
Titel _____	
<input type="checkbox"/> Ich habe mir meinen Text laut vorgelesen. <input type="checkbox"/> Ich habe die Reihenfolge der Angaben geändert. <input type="checkbox"/> Ich habe neue Ideen und Informationen dazugeschrieben. <input type="checkbox"/> Ich habe unwichtige Angaben gestrichen. <input type="checkbox"/> Ich habe jemand um Rat gefragt. <input type="checkbox"/> Ich habe mir den Rat angehört.	

 **Portfolios**

Students select work samples that show their abilities to revise for interest, ideas, and sequence. Have students date all draft copies and related checklists to be included with their piece. Students include their reflections with completed statements like the following:

<b>Für die Vorzeigemappe</b>	
Ich habe diese Arbeit gewählt, weil sie deutlich zeigt, dass ich revidieren kann:	
<input type="checkbox"/> Ich habe den Reihenfolge der Angaben verändert, damit sie logischer ist. <input type="checkbox"/> Ich habe einfache Wörter durch stärker, effektivere ersetzt. <input type="checkbox"/> Ich habe neue Angaben hinzugebracht. <input type="checkbox"/> Ich habe weniger wichtige Angaben gestrichen. <input type="checkbox"/> _____	
Was mein Klassenpartner zu dieser Arbeit gesagt hat: _____ _____	
Was mein Lehrer zu dieser Arbeit gesagt hat: _____ _____	

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Enhance Legibility**

*Students will be able to:*

**4.2.3** write legibly, and use word processing when composing and revising

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students visualize letters and use models posted in the classroom to assist in writing legibly.
- A student uses a database or chart to record books read during the year. For example:

<u>Titel</u>	<u>Autor</u>	<u>Hauptfiguren</u>	<u>Thema</u>	<u>Kommentar</u>
<i>Püñktchen und Anton</i>	<i>Erich Kästner</i>	<i>Püñktchen Anton Fräulein Andacht</i>	<i>Freundschaft</i>	<i>Tolles Buch! Anton hatte ein schweres Leben. Püñktchens Mutter war keine gute Mutter</i>

- Students know and use such terms as backspace, delete, cut, paste, caps lock, enter, and spell check.
- Students assess the appropriate application for various computer fonts.
- Students complete a self-check list to evaluate their writing form.

**Enhance Legibility***Students will be able to:*

- 4.2.3** write legibly, and use word processing when composing and revising  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- write legibly?
- demonstrate consistency in alignment, shape, slant, and spacing of letters?
- demonstrate an acceptable writing speed?
- demonstrate a smooth flow in letter formation in cursive handwriting?
- demonstrate pride and enjoyment in written work?
- recognize areas needing improvement in written work?
- develop a legible personal style of writing?
- choose formatting appropriate to audience, purpose?
- use templates and formatting tools to shape text on a page?
- show progress in keyboarding accurately (if technology is available)?

 **Observations/Checklists**

Develop a checklist based on the Focus for Assessment criteria. Observe students' daily work to monitor their increasing proficiency with script and text formatting on the computer. Date all observations and note progress over time. Observe students' writing fluency by examining whether the amount of production increased within a set time.

 **Work Samples**

Collect students' work samples as a record of progress over time. Student work samples might include labels, captions, poems, menus, or invitations.

General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.3 Attend to Conventions

GRADE

5

Specific Outcome

**Enhance Legibility**

*Students will be able to:*

4.2.3 write legibly, and use word processing when composing and revising

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

**Enhance Legibility***Students will be able to:***4.2.3** write legibly, and use word processing when composing and revising  
*(continued)*SAMPLE **ASSESSMENT** STRATEGIES **Self-Assessments**

Students engage in self-assessment to monitor their progress in creating neat, legible work. With teacher guidance, students develop a self-assessment checklist. Observe and discuss students' use of the checklist. Criteria for the checklist may include:

<b>Welchen Eindruck mache ich schriftlich? Schülercheckliste</b>		
Name: _____ Datum: _____		
	Ja	Nein
Meine Buchstaben sind alle deutlich.	<input type="checkbox"/>	<input type="checkbox"/>
Meine Buchstaben sind alle gleich groß.	<input type="checkbox"/>	<input type="checkbox"/>
Der Abstand zwischen meinen Buchstaben ist gleichmäßig.	<input type="checkbox"/>	<input type="checkbox"/>
Ich halte mich an die Linien.	<input type="checkbox"/>	<input type="checkbox"/>
Der Abstand zwischen meinen Wörtern ist gleichmäßig.	<input type="checkbox"/>	<input type="checkbox"/>
Ich radiere meine Fehler vorsichtig.	<input type="checkbox"/>	<input type="checkbox"/>
Ich streiche meine Fehler vorsichtig durch.	<input type="checkbox"/>	<input type="checkbox"/>
Am Computer kann ich jetzt besser tippen als zuvor.	<input type="checkbox"/>	<input type="checkbox"/>
Mit dem Computer kann ich jetzt besser Text formatieren als zuvor.	<input type="checkbox"/>	<input type="checkbox"/>
Ich wende die Formattierungsschritte an, die ich in der Klasse lerne.	<input type="checkbox"/>	<input type="checkbox"/>

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Enhance Artistry**

*Students will be able to:*

**4.2.4** choose descriptive language and sentence patterns to clarify and enhance ideas

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students make a poster to advertise a class bake sale. They brainstorm words, phrases, and design features that will provide information and encourage the reader to attend.
- Students discuss words that have more than one meaning as they are encountered in texts (e.g., the different meanings of the word *Vorstellung*—imagination, introduction, performance).
- After reading a story, students identify simple and compound sentences from selected passages shown on the overhead projector. Students look for examples of similar sentence types in their own writing.
- Students experiment with using short sentences for emphasis or to convey excitement or action, such as speed. They use longer sentences to explain cause and effect or relationships.
- Students identify descriptive words/phrases in an appropriate poem. The words/phrases are then used in complete sentences to create an explanation of the poem's imagery.
- Students, working in small groups, practise how to use descriptive words to enhance the clarity of their sentences. Provide each group with a two- or three-word sentence. Students add appropriate adjectives and adverbs both as single words and as phrases.
- Using an overhead projector, invite students to watch as you model how to combine several short sentences into longer, more interesting and complex sentences. Students, working in pairs, practise combining sentences. Students may later choose a personal piece of writing to revise by combining sentences.

**Enhance Artistry***Students will be able to:*

- 4.2.4** choose descriptive language and sentence patterns to clarify and enhance ideas  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use specific and appropriate vocabulary relevant to the topic?
- use descriptive language including adjectives and adverbs?
- use pronouns appropriately?
- express ideas clearly?
- use a variety of simple, complex, and compound sentence patterns?
- use varied sentence types (statement, questions, negative, exclamation)?
- use sentence-combining procedures?
- enjoy learning about and using descriptive language?
- enhance clarity of ideas by choosing precise words?
- enhance clarity by choosing active verbs?
- enhance clarity and artistry by choosing vivid descriptors?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Date and include the context of the observations to note progress over time.

 **Work Samples**

After students have received explicit instruction and guided practice in using descriptive words and varied sentence patterns, observe students' original oral and written texts for their use of descriptive words and varied sentence patterns.

 **Portfolio Conferences**

With student input, review and discuss progress in using descriptive language and a variety of sentence patterns in their work over time.



*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Enhance Artistry**

*Students will be able to:*

**4.2.4** choose descriptive language and sentence patterns to clarify and enhance ideas  
*(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students, working with a partner, choose a story they have read in class, and complete a story pyramid using the following format and instructions.

- Zeile: in einem Wort das Thema/die Hauptperson nennen.*
- Zeile: in 2 Wörtern den Schauplatz beschreiben.*
- Zeile: in 3 Wörtern eine Figur beschreiben.*
- Zeile: in 4 Wörtern ein Geschehen beschreiben.*
- Zeile: in 5 Wörtern ein anderes Geschehen beschreiben.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

- Provide students with a list of transition or signal words that could be placed in their writing folders.
- With student input, develop lists of words that students may use to clarify and enhance their original texts. As the words are brainstormed, they can be placed in categories such as the ones in Appendix V.

<b>Signal or Transition Words</b>	
<i>Signalwörter, die Ideen verbinden</i>	<i>Signalwörter, die Vergleiche ziehen</i>
<i>Signalwörter, die Reihenfolgen ausdrücken</i>	<i>Signalwörter, die Ideen entwickeln und zusammenfassen</i>

GRADE

5

Specific  
Outcome

**Enhance Artistry**

*Students will be able to:*

**4.2.4** choose descriptive language and sentence patterns to clarify and enhance ideas  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Enhance Presentation**

*Students will be able to:*

**4.2.5** prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts, and diagrams, that engage the audience

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When reading a poem about a friend moving away, a student chooses sad music to enhance the emotion expressed in the poem.
- Students prepare a *PowerPoint* presentation about Germany.
- Students include music, slides, pictures, sound effects, drama, or dance to enhance clarity and understanding.
- Students use a paint program to illustrate a short story they have written.
- Model how to create the physical layout and organize a piece of work using an overhead projector or large chart paper to plan and rearrange text format and illustrations. Demonstrate the thinking process by verbalizing as you work.
- A student writes a poem about a castle and chooses an Old English style font to publish the poem. Another student uses a plain font and selects a cowboy border to go with a poem about a farm.
- Students, together with the teacher, establish criteria for a presentation/project.

**Enhance Presentation***Students will be able to:***4.2.5** prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts, and diagrams, that engage the audience (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- organize compositions and effects appropriately?
- produce legible and neat texts?
- demonstrate a growing ability to use a variety of media for compositions, presentations, projects, and reports?
- experiment with text formats?
- create attractive and legible visuals (pictures, graphs, charts)?
- integrate visuals within the text appropriately?
- experiment with sound effects?
- integrate sound effects within the text appropriately?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Observe students during the composing process. Date and include the context of the observation to note progress over time. The data is used to guide instruction.

 **Role-Play/Presentations**

When students make presentations and engage in dialogues they have practised, criteria may focus more on fluency and accuracy than when they are involved in spontaneous activities. For prepared presentations, criteria might include:

- presentation is fluent
- message is comprehensible
- pronunciation and intonation are appropriate and support communication
- information is appropriate and relevant
- grammar is correct

 **Self-Assessments**

With student input, use rubrics developed during instruction to assess the organization, neatness, and integration of visual and audio effect. Students identify and discuss their strengths and needs according to the rubric.

 **Portfolios**

Students select samples of completed work that reflect their attempts at enhancing their original texts. Samples should reflect progress over time and students should provide reasons for their choices.

 **Conferences**

Conference with students about their texts. Use data from checklists, rubrics, and self-assessments to guide the conference. Provide encouragement and positive feedback.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Grammar and Usage**

*Students will be able to:*

**4.3.1** edit to eliminate sentence fragments and run-on sentences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Put anonymous rough copies of students' work on the overhead and the class edits the work together.
- Invite students to edit an age-appropriate text using the overhead projector.
- Students learn and use peer-editing strategies.
- Students practise editing with modelled examples.
- Provide students with exercises for practice opportunities.
- Invite students to edit a daily message written on the chalkboard or overhead that contains incomplete sentences. As students gain experience and practice with this activity, they may assume the responsibility of writing the message for the class Daily Edit.
- Students work in pairs to edit one another's original text for complete sentences. Each student has a copy of another's work. Students take turns reading their work while their partner monitors it for complete sentences. Authors then make suggested changes independently.
- Students check their writing to make sure they have used the past, present, and future tenses appropriately. For example:
  - *Gestern spielte Nick im Tor.*
  - *Nick spielt bei meiner Fußballmannschaft.*
  - *Morgen wird Nick wieder im Tor spielen.*

**Grammar and Usage***Students will be able to:***4.3.1** edit to eliminate sentence fragments and run-on sentences (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate willingness to edit written compositions?
- demonstrate competency in editing in his/her own and others' work?
- identify a complete sentence?
- eliminate sentence fragments?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria to record students' skills in editing for complete sentences. Use the data to guide instruction.

 **Peer Editing**

Observe as students work in pairs to edit a text for complete sentences. Each student has a copy of the other's work. Students take turns reading their work while the partner monitors it to suggest changes.

 **Conferences**

Use completed checklists and students' work samples to conference with students about the progress in editing for complete sentences.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Spelling**

*Students will be able to:*

- 4.3.2** understand and know spelling conventions, using a variety of spelling patterns when editing and proofreading; predict the spelling of unfamiliar words, using a variety of resources to confirm correctness

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students check their own writing against a chart or handbook to ensure they have the correct spelling.
- To confirm the correctness of the spelling of words, students:
  - check on class charts/in dictionaries/in other texts
  - use a spell checker
  - ask other students.
- Students use personal ways of remembering problem words.
- For reference, students keep a personal or class list of commonly misspelled words.
- Students check words they think they have misspelled by using personal dictionaries, class posters, and dictionaries, and by asking classmates who are good spellers.
- Using an overhead project, students, with teacher guidance, read a classmate's text looking for, discussing, and correcting misspelled words.
- Students closely listen as the teacher models correct pronunciation of words and shares how words can be easily misspelled if they are not correctly or clearly pronounced.
- Students work in pairs to edit one another's work for misspelled words. Each student has a copy of his/her partner's work. Students read the piece together to identify misspelled words. Reading from the end of the text to the beginning may help some students focus on the spelling.
- With student input, prepare a class list of irregular words that students may have difficulty spelling. This list is displayed in the classroom and is added to as new words are encountered. This list may be made into individual student bookmarks.

**Spelling***Students will be able to:*

- 4.3.2** understand and know spelling conventions, using a variety of spelling patterns when editing and proofreading; predict the spelling of unfamiliar words, using a variety of resources to confirm correctness (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use vowel digraphs?
- use the *ß* and *Umlaute* correctly?
- use long and short vowel patterns and vowel combinations?
- know and apply spelling conventions using a variety of strategies?
- use structural analysis or the knowledge of word parts such as prefixes, roots, and suffixes?
- use syllabication skills?
- know and apply visual memory strategies to recall visual configuration or shapes of words and sequences of letters?
- know and apply spelling patterns when editing and proofreading?
- predict the spelling of unfamiliar words using strategies and a problem-solving approach?
- confirm spelling of unfamiliar words using a variety of resources to confirm correctness?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria for assessing students' daily work to determine their developing skills and attitudes in using spelling strategies.

 **Pre- and Post-Spelling Tests**

Together with students, analyze pre- and post-tests to determine areas of difficulty and to decide on effective spelling strategies.

 **Conferencing**

Interview students using their personal spelling list entries as a guide. Use the following questions:

- Why is spelling important?
- What do you do when you do not know how to spell a word?
- What do you do when you have not spelled a word correctly?
- What spelling do you have?

Use student responses to guide instruction.

 **Portfolios**

Students choose a range of written samples that show progress in spelling over time. Students should periodically study their samples to determine their spelling progress and to generate common spelling rules.



General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.3 Attend to Conventions

GRADE

5

Specific Outcome

**Capitalization and Punctuation**

*Students will be able to:*

**4.3.3** know and use writing conventions, and apply these conventions when editing and proofreading

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When writing, students refer to a writers' handbook or a chart created by the teacher and class to explore the uses of capital letters (e.g., for nouns in titles, headings, and subheadings).
- Students refer to novels they have read to find models for the correct use of quotation marks in dialogue. Students view an overhead transparency of a passage from a familiar novel. The passage contains a conversation between two characters and has been rewritten without using paragraphs. Students discuss how difficult it is to identify the speakers. After teacher modelling, they paragraph the rest of the passage to indicate the conversation between the two speakers.
- Use samples of students' writing with permission to demonstrate the proper use of punctuation and capitalization.
- Provide passages of choral readings for students to practice in small groups. Students concentrate on pausing at commas and periods, and using appropriate inflections and intonation when encountering question marks and exclamation points.
- Students, working in small groups, look at selections of German children's literature to find examples of the various uses of capital letters, commas, quotation marks, and other punctuation. The findings are shared and discussed with others.
- With the class, create a list of "expected" writing conventions done in German ("What does a good piece of writing include?"). The list remains posted in the classroom for reference. It should be noted in the list that conventions for capitalization and punctuation between German and English differ to some degree.

**Capitalization and Punctuation***Students will be able to:***4.3.3** know and use writing conventions, and apply these conventions when editing and proofreading (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize that commas are used for a variety of purposes?
- use commas correctly?
- use quotation marks in written work?
- identify and use proper capitalization?
- punctuate compound sentences, headings, and titles?
- work with peers in editing and revising?
- recognize errors in capitalization and punctuation when editing written work?

 **Checklists**

Use checklists based on the Focus for Assessment criteria to determine students' development of proofreading and editing skills. Use checklists throughout the year to note progress over time.

 **Student-Teacher Conferences**

Conference with students about their editing and proofreading. Provide feedback and encourage accurate punctuation. Help students listen to themselves as they read their work to insert appropriate punctuation. Arrange an editing mini-lesson with students to focus on a skill, such as how and when to use quotation marks.

 **Peer Conferences**

Have students photocopy their work and give a copy to a peer. The student reads her or his work aloud while the peer edits or proofreads for capitalization and punctuation. The peer editor gives positive and corrective feedback.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Capitalization and Punctuation**

*Students will be able to:*

- 4.3.3** know and use writing conventions, and apply these conventions when editing and proofreading (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students are trained to use a checklist for editing written work. For example:

**Checkliste für schriftliche Arbeit**

Schreibe deine erste Kopie/deinen ersten Entwurf.  
Dann prüfe dieses alles nach:

1. Sind alle Nomen groß geschrieben?
2. Stimmt die Interpunktion?
3. Sind die Artikel richtig?
4. Sind die Artikel nach den Präpositionen richtig?  
*Akkusativ: durch, für, gegen, ohne, um*  
z.B. durch **den** Ausgang / für **ihn**  
*Dativ: aus, bei, mit, nach, seit, von, zu*  
z.B. mit **der** Frau / nach **der** Schule / von **dem** Kind
5. Sind die Wörter richtig geschrieben?
6. Hast du ein Komma vor den Wörtern *dass* und *weil* und hast du dann das Verb am Ende geschrieben?  
z.B. ..., **weil** es geregnet **hat**. / ..., **dass** sie klug **ist**.
7. Hast du *sein* mit den folgenden Verben geschrieben?  
Zum Beispiel:
 

<i>ich bin</i>	geblieben
<i>du bist</i>	gefahren
<i>er/sie/es ist</i>	gefallen
<i>wir sind</i>	geflogen
<i>ihr seid</i>	gegangen
<i>sie sind</i>	gekommen
	gelaufen
	gestorben
	gerannt
	geschwommen
	gesprungen
	gestiegen
	gewachsen
	passiert

GRADE

5

Specific  
Outcome

**Capitalization and Punctuation**

*Students will be able to:*

**4.3.3** know and use writing conventions, and apply these conventions when editing and proofreading (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Share Ideas and Information**

*Students will be able to:*

- 4.4.1** prepare and share information on a topic, using print and non-print aids to engage and inform a familiar audience

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students present information about the physical regions of Canada in a variety of ways, such as:
  - posters advertising the regions
  - travel brochures, highlighting places to visit and/or cultural events
  - charts to describe features of the regions
- Students use an overhead projector to display a graphic organizer that presents information about dolphins—their habitat, habits, breeding patterns, and method of communication.
- Students use props, such as puppets, flannel boards, story aprons, costumes, and music, to catch the listeners' attention and to maintain interest during book talks.
- Students complete a prepared checklist on “Presentation Planning” to determine if they are ready for their own presentation.
- Students develop multimedia presentation using appropriate software (e.g., *PowerPoint*, *Hyperstudio*) to share information on topics they have researched.
- With teacher guidance, students create a class chart to help them organize and include categories of important information when sharing news orally. These categories should include *Wer? Was? Wann? Wo? Warum? Wie?* Categories may also include personal feelings and connections.

**Share Ideas and Information***Students will be able to:*

- 4.4.1** prepare and share information on a topic, using print and non-print aids to engage and inform a familiar audience (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- follow a sequential plan?
- organize working materials logically for easy access?
- develop own guidelines?
- require teacher-directed guidelines?
- engage familiar audience's attention?
- maintain audience attention?
- use clear, fluent, and expressive language?
- look at the audience when speaking?
- assume a comfortable posture?
- use appropriate gestures?
- bring closure to the presentation?
- make good use of presentation time?
- prepare effective presentations?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria to determine students' skills in planning, preparing, and delivering presentations. Each observation is dated and the context noted. Review the checklists and note progress over time to guide conferences and instruction.

 **Rubrics**

Use rubrics based on the Focus for Assessment criteria, such as are found in Appendix E.

 **Portfolios**

Students select presentation materials for their portfolios including planning outline, draft copies, cue cards, visual aids, photos of the presentation, feedback from classmates, and self-assessment checklists.

**SAMPLE RESOURCES**

Travel brochures from various agencies or provincial tourism centres

Posters/display material from various agencies

General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.4 Present and Share

GRADE

5

Specific Outcome

**Share Ideas and Information**

*Students will be able to:*

**4.4.1** prepare and share information on a topic, using print and non-print aids to engage and inform a familiar audience (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Teacher's Notes**

**Share Ideas and Information***Students will be able to:*

- 4.4.1** prepare and share information on a topic, using print and non-print aids to engage and inform a familiar audience (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES
 **Self-Assessments for an Oral Presentation**

Students complete a self-assessment questionnaire after reflecting on their oral presentation in class.

**Mein Referat—Schülercheckliste**

Name: \_\_\_\_\_ Datum: \_\_\_\_\_

Thema: \_\_\_\_\_

zum Umkreisen

- |   |    |      |
|---|----|------|
| 1. Ich hatte einen Plan für mein Referat.                           | ja | nein |
| 2. Ich habe diesen Plan selbst entwickelt.                          | ja | nein |
| 3. Jemand hat mir mit meinem Plan geholfen.                         | ja | nein |
| 4. Ich habe alle meine Arbeitssachen beisammen behalten.            | ja | nein |
| 5. Ich war die ganze Zeit gut organisiert.                          | ja | nein |
| 6. Ich habe meinen Vortrag laut geübt.                              | ja | nein |
| 7. Ich habe auch Schaubilder, Zeichnungen oder Mitbringsel gezeigt. | ja | nein |
| 8. Ich habe Geräuscheffekte benutzt.                                | ja | nein |
| 9. Meine Zuhörer haben sich für mein Referat interessiert.          | ja | nein |
| 10. Meine Zuhörer haben gut zugehört.                               | ja | nein |
| 11. Ich habe Fragen beantwortet.                                    | ja | nein |
| 12. Das Beste an meinem Referat war _____                           |    |      |
| _____   |    |      |
| 13. Das kann ich nächstes Mal besser machen: _____                  |    |      |
| _____   |    |      |
| 14. Das werde ich nächstes Mal genauso machen: _____                |    |      |
| _____   |    |      |
| 15. Im Allgemeinen bewerte ich mein Referat _____                   |    |      |
| _____   |    |      |
| _____   |    |      |



*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

### Effective Oral and Visual Communication

*Students will be able to:*

- 4.4.2** use gestures and facial expression to enhance oral presentations; use emphasis and appropriate pacing; arrange the presentation space to focus audience attention

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- After a trial run of a Readers' Theatre presentation, students brainstorm ways of making their presentation more effective using pacing, gestures, facial expressions, and voice modulation.
- Students practise oral communication in choral reading, drama, role-playing, book talks, etc.
- Students set up role-playing situations in which they use various non-verbal cues to relate a message.
- Students, taking turns, do a simple one-minute oral presentation every day on a given topic or theme being studied (e.g., clothing, weather, news items, favourite food). They are given time to prepare in advance.
- To share a poem, students, working in small groups, decide how to present it (e.g., as a choral reading, reading over the intercom, as a posting on the school website, or any other idea they may generate).
- Students, working in small groups, rehearse a Reader's Theatre script to convey a specific assigned emotion such as joy, anger, sadness, or excitement. Each group of students in the class is assigned a different emotion but is provided with the same script. Students present the script using the appropriate expression and intonation to match the assigned emotion. Invite students to discuss how changes in volume, intonation, and expression convey meaning.
- Students play charades, paying particular attention to gestures and facial expressions.

**Effective Oral and Visual Communication***Students will be able to:*

- 4.4.2** use gestures and facial expression to enhance oral presentations; use emphasis and appropriate pacing; arrange the presentation space to focus audience attention (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- deliver short oral presentations and reports?
- use gestures and facial expressions to enhance oral presentation?
- self-monitor pace in short presentations?
- arrange presentation space to focus audience attention?
- take risks in attempting to communicate more effectively?

**□ Checklists**

Develop a checklist to assess students' understanding and ability to use volume, intonation, facial expressions, and gestures to support oral communication.

<b>Mündlicher Vortrag—Bewertungsskala</b>			
Name		Datum	
Titel			
Code	<b>S</b> sehr gut <b>G</b> gut <b>M</b> minimal <b>N</b> nicht zu erkennen		
Aspekte	Lehrer/Partner	Selbst	Leistung/Kommentar?
<input type="checkbox"/>	Die Hauptpunkte sind verständlich.		
<input type="checkbox"/>	Die Angaben sind relevant und passen zum Thema.		
<input type="checkbox"/>	Es gibt interessante Einzelheiten.		
<input type="checkbox"/>	Es gibt eine Vielzahl an Vokabeln und sprachliche Strukturen.		
<input type="checkbox"/>	Es wird fließend gesprochen. (Pausen sind meistens nur an Satzenden.)		
<input type="checkbox"/>	Die Fragen werden gut beantwortet.		

**□ Rating Scales**

Use a rating scale for peer and self-evaluation, such as the one found in Appendix E.

**SAMPLE RESOURCES**

Play charades.

General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.4 Present and Share

GRADE

5

Specific Outcome

**Effective Oral and Visual Communication**

*Students will be able to:*

**4.4.2** use gestures and facial expression to enhance oral presentations; use emphasis and appropriate pacing; arrange the presentation space to focus audience attention *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Teacher's Notes**

**Effective Oral and Visual Communication***Students will be able to:*

- 4.4.2** use gestures and facial expression to enhance oral presentations; use emphasis and appropriate pacing; arrange the presentation space to focus audience attention *(continued)*

**SAMPLE ASSESSMENT STRATEGIES** **Conferences**

Record students' oral presentations and use the recording for individual or group conferences. The observation checklist may be used to guide the conference.

 **Self-Assessment**

Students should be encouraged to reflect on their oral presentations and to improve their oral communication skills. Having students complete a questionnaire after viewing a recorded presentation may guide their self-reflection.

**Mein Vortrag—Schülerselbstbewertung**

Datum: \_\_\_\_\_ Name: \_\_\_\_\_

Thema \_\_\_\_\_

Nenne Beispiele die Folgendes beweisen:

1. Du hast Wichtiges mit deiner Stimme betont: \_\_\_\_\_  
\_\_\_\_\_
2. Du hast Wichtiges mit deinem Gesichtsausdruck betont. \_\_\_\_  
\_\_\_\_\_
3. Du hast Wichtiges mit deinen Handbewegungen betont.  
\_\_\_\_\_
4. Du hast Wichtiges mit deinen Körperbewegungen betont. \_\_\_\_  
\_\_\_\_\_
5. So hast du deine Zuschauer aufmerksam gemacht: \_\_\_\_  
\_\_\_\_\_

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Attentive Listening and Viewing**

*Students will be able to:*

**4.4.3** show respect for the presenter through active listening and viewing behaviours

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After listening to a presentation on smoking, a student says, “The purpose of the talk was to keep us from smoking, and there was lots of information about that, but I didn’t like the way the speaker seemed to dislike smokers. My dad smokes and he tells me it’s hard to quit!”
- After listening to a student talk about keeping animals in zoos, another student says, “Without zoos I never would have seen an elephant.”
- Students learn supportive audience responses by helping to develop a classroom chart listing appropriate audience behaviours and referring to the chart during presentations.
- After listening to a speaker or classmate, students respond orally by stating something they learned or found interesting.
- Invite students to participate in a fish bowl activity to help teach/model appropriate and inappropriate behaviour. During a fish bowl activity, role-play with a small group of students while other students watch carefully. Then the whole group discusses the role-play to identify appropriate and inappropriate behaviours.
- Students provide written feedback to classmates after oral presentations by completing feedback forms developed by the teacher with student input.

**Nach dem Vortrag—Zuschauer Reaktionen**

Datum \_\_\_\_\_

Sprecher \_\_\_\_\_

Thema \_\_\_\_\_

1. Was ich interessant fand war \_\_\_\_\_

2. So hast du meine Aufmerksamkeit gelenkt: \_\_\_\_\_

3. Vielleicht könntest du beim nächsten Mal \_\_\_\_\_

Unterschrift \_\_\_\_\_

**Attentive Listening and Viewing***Students will be able to:*

- 4.4.3** show respect for the presenter through active listening and viewing behaviours  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- show respect for the presenter?
- listen/view actively and demonstrate comprehension?
- focus on the speaker?
- use appropriate body positioning during the presentation?
- ask relevant questions?
- respond respectfully with opinions?

 **Anecdotal Records**

Observe and record students' audience behaviours. Date and note specific examples to determine students' developing skills in listening and responding to presentations.

 **Conferences**

Conference with students about the feedback slips completed by classmates. Help students consider what others have said in response to their presentations, and encourage them to consider suggestions when preparing and presenting again.

 **Group Self-Assessments**

Record the audience (class) during presentations. With the students, view the video and discuss audience behaviours. Individual students focus on their own behaviour and complete a self-assessment.

**War ich ein guter Zuschauer? Schüler selbstbewertung**

	ja	nein
1. Ich war ruhig als geredet wurde.	<input type="checkbox"/>	<input type="checkbox"/>
2. Ich habe den Sprecher angesehen.	<input type="checkbox"/>	<input type="checkbox"/>
3. Meine Körpersprache zeigt, dass ich zugehört habe.	<input type="checkbox"/>	<input type="checkbox"/>
4. Ich habe eine Frage zum Thema gestellt.	<input type="checkbox"/>	<input type="checkbox"/>
5. Ich habe aufgepasst, als andere Fragen stellten.	<input type="checkbox"/>	<input type="checkbox"/>
6. Ich habe positive Kommentare gemacht.	<input type="checkbox"/>	<input type="checkbox"/>
7. Ich war ein hilfreicher Zuschauer.	<input type="checkbox"/>	<input type="checkbox"/>
8. Was ich als guter Zuschauer gemacht habe: _____ _____		
9. Was ich nächstes Mal machen kann, um ein besserer Zuschauer zu sein: _____ _____		

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.1** Develop and Celebrate Community

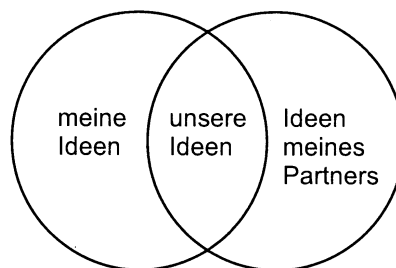
**Share and Compare Responses**

*Students will be able to:*

**5.1.1** acknowledge differing responses to common experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students read a text and are assigned roles and viewpoints for discussion.
- Students discuss their reactions to a story/novel in pairs, after studying each other's charts prepared for this purpose.
- After a field trip, students share and discuss their experiences. Provide sentence starters such as:  
*Was ich interessant fand...*  
*Ich hätte lieber...*  
*Mein Lieblingsteil war...*
- Students use the Author's Chair to share their story writing with others. Students listening to the reader are encouraged to respond positively by naming a specific aspect of the story that appealed to them (e.g., *Diese Geschichte war sehr interessant. Ich mag...Deine Bilder sind sehr schön. Du hast schöne Farben...*).
- Students, working in small groups, plan and create collages for a bulletin board display showing comparisons between their own personal experiences and those of others. Students are encouraged to use a variety of media, such as recycled newspapers and magazines.
- Invite students to brainstorm a list of interview questions to ask others about personal experiences and ideas. Students interview classmates, German teachers, family members, or German-speaking members of the community, and compare information received with their own experiences. Interviews may be recorded for use in class. Students may be asked to chart the various answers that different people gave to the same question.
- Students explore their own and others' ideas after reading a story by completing a Venn diagram. They use information generated from the Venn diagram to prepare simple oral or written summaries of the story.



**Share and Compare Responses***Students will be able to:***5.1.1** acknowledge differing responses to common experiences (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- describe own ideas and experiences clearly?
- willingly share own ideas and experiences with the class?
- listen to others appropriately?
- accept others' ideas and experiences without judging them?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Date and record the context of the observations. Review the data to note progress over time.

 **Work Samples**

Analyze students' work to assess their willingness to describe personal ideas and experiences and to recognize others' points of view. Work samples may include students' self reflections or response journals.

 **Portfolios**

Students chose written work or graphic organizers such as Venn Diagram that illustrate comparisons between own and others' ideas and experiences.



*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.1** Develop and Celebrate Community

**Relate Texts to Culture**

*Students will be able to:*

**5.1.2** discuss ideas, events, and figures within stories from oral, literary, and media texts from various communities

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students develop questions for an oral interview with students representing characters from different stories read in class (representing different communities).
- Students share with peers their responses to tales/legends read in class.
- While emailing with a class from Germany, students are asked to share their favourite texts (e.g., fairytale). Compare and contrast the likes and dislikes.
- Students compare cultural representations from local ethnic newspapers or newspapers from other cultures, including newspapers and magazines from Germany. Students may compare cartoons, clothing, movies, advertisements, etc.
- Students prepare Venn diagrams comparing and contrasting ideas/events/figures within texts from various communities.

**Relate Texts to Culture***Students will be able to:*

- 5.1.2** discuss ideas, events, and figures within stories from oral, literary, and media texts from various communities (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- make connections between culture and ideas represented in oral, literary, and media texts?
- recognize similarities and differences in how like ideas are presented by different cultures?
- recognize specific cultural styles or symbols in oral, literary, and media texts?
- show appreciation for similarities found in other cultures?
- show acceptance for differences found in other cultures?
- maintain active listening behaviour during discussion?
- ask appropriate questions?
- show respect for others' ideas and experiences?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Observe students in large- and small-group activities and note the context for each observation. Refer to the checklist throughout the year to note progress over time.

 **Anecdotal Records**

Observe students during large- and small-group discussions. Record on self-stick notes brief observations of students' skills in explaining personal perspectives on culture and ideas represented in oral, literary, and media texts.

 **Work Samples**

Analyze Venn diagrams, response journals, and learning logs to determine how students explore and record personal perspectives on culture represented in selected texts.

 **Portfolios**

Students choose work samples that reflect their best efforts in representing similarities and differences in cultures.

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.1** Develop and Celebrate Community

**Appreciate Diversity**

*Students will be able to:*

**5.1.3** connect the experiences of individuals in oral, literary, and media texts to personal experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After receiving letters from an extended family member or a pen pal in another part of the world, students write about what it might be like if that person were to come live with their family.
- Students experience the opportunity to get involved in a community project and relate their experiences to the class. They may visit a senior citizen home as volunteer readers or letter writers, assist with community fundraisers, or perform musical presentations for community groups.
- Using a T-chart or Venn diagram, students compare school experiences here to those in Germany or another country. Invite a recent immigrant from Germany to share her or his personal experiences.
- Students choose a local heroine or hero to research and prepare a short biography.
- Students bring in samples of various texts and discuss whether they are or could be based on personal experiences.
- Students contact German authors either by email or letter and invite them into the classroom to discuss where they get ideas for their stories. If authors are unable to visit the classroom, students can correspond with them by mail.
- Students use a Herringbone style of graphic organizer to chart various experiences of a character in a text examined in class, and to identify a parallel experience from their own lives

he/she

I

**Appreciate Diversity***Students will be able to:***5.1.3** connect the experiences of individuals in oral, literary, and media texts to personal experiences (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- compare and relate individuals and situations portrayed in texts to those in real life?
- integrate ideas from others into his/her understanding of diversity?
- recognize personal participation and responsibility in various communities?

 **Checklists**

Develop checklists to assess students' skills in comparing individuals and situations portrayed in oral, literary, and media texts to their own personal experiences.

 **Work Samples**

Review T-charts or Venn diagrams for evidence of students' skills in comparing and evaluating individuals and situations in text to real-life experiences.

SAMPLE **RESOURCES**

Epals: pen pals from Germany

General Outcome

5

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.1** Develop and Celebrate Community

GRADE

5

Specific Outcome

**Appreciate Diversity**

*Students will be able to:*

**5.1.3** connect the experiences of individuals in oral, literary, and media texts to personal experiences (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Teacher's Notes**

**Appreciate Diversity***Students will be able to:*

- 5.1.3** connect the experiences of individuals in oral, literary, and media texts to personal experiences (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES **Self-Assessment**

Students may use the following questions to monitor their understanding of diversity, their personal participation, and responsibilities in a variety of communities.

<b>Mitgefühl für andere—Schüler selbstbewertung</b>			
Name _____ Datum _____			
<b>Statement</b>	<b>immer</b>	<b>manchmal</b>	<b>nie</b>
<ul style="list-style-type: none"> <li>• Ich beteilige mich an Klassendiskussionen.</li> <li>• Ich beteilige mich aktiv am Leben innerhalb der Schule.</li> <li>• Ich beteilige mich aktiv am Leben oder Gemeinschaften außerhalb der Schule.</li> <li>• Ich vergleiche Menschen und Erlebnisse in Texten mit Menschen und Erlebnissen im Leben.</li> <li>• Ich versuche Menschen zu verstehen, die anders sind als ich.</li> <li>• Ich lerne gerne über Menschen von anderen Ländern/Provinzen/Städten/usw.</li> <li>• Ich übernehme innerhalb der Klasse gerne Verantwortung für etwas.</li> </ul>			

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.1** Develop and Celebrate Community

**Celebrate Special Occasions**

*Students will be able to:*

**5.1.4** select and use language appropriate in tone and form to recognize and honour people and events

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students compose a thank-you letter after a visit from the high school or community band.
- Students write an invitation to the Grade 1 class, asking them to come and listen to stories written specifically for them.
- Students compose a thank-you letter after someone has visited their class, school, etc.
- Students take on a role in a school-based function (e.g., Remembrance Day assembly, awards day, school tea).
- Students study the texts of songs, poems, and greetings appropriate to particular situations that honour people and events (e.g., birthday and seasonal songs).
- Following a Readers' Theatre presentation by one group, other students write short notes of congratulations.
- Students practise greeting one another, using phrases such as *Guten Tag! Guten Morgen! Hallo! Auf Wiedersehen! Tschüss!* They discuss when and where to use the appropriate greetings. Have students role-play situations where they can practise appropriate greetings.
- Students prepare an award ceremony for various characters they have encountered in texts. Pairs of students prepare a short speech to give in honour of each character.

**Celebrate Special Occasions***Students will be able to:*

- 5.1.4** select and use language appropriate in tone and form to recognize and honour people and events (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use language appropriate in tone and form to recognize and honour people and events?
- use appropriate verbal and non-verbal language to recognize and honour people and events?
- self-monitor language use when engaged in a celebratory activity?
- observe others' language use during a celebratory event and assess his/her own language use by comparison?

 **Checklists**

Develop checklists that assess students' skills in responding positively to their own and others' accomplishments. All observations are dated and reviewed to note progress over time.

 **Anecdotal Records**

Note students' responses that acknowledge and celebrate achievements.

 **Self-Assessments**

Students complete self-assessments at regular intervals. These self-assessments may be placed in the students' portfolios.

<b>Wie nett ich doch gewesen bin—Schüler selbstbewertung</b>
Name: _____ Datum _____
Beschreibe, was du getan hast:
Ich habe _____ ein Kompliment gemacht. Das war für _____.
Ich habe mich bei _____ für _____ bedankt. Das war am _____ (zB Montag).
Ich habe _____ mit seinem/seiner/ihrer/ihrer _____ geholfen.
Ich habe am _____ (zB Montag) eine gute Note für _____ bekommen. Da war ich froh!



*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.2** Encourage,  
Support, and  
Work with  
Others

**Co-operate with Others**

*Students will be able to:*

**5.2.1** distinguish between on-task and off-task ideas and behaviours in a group, and stay on task

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students learn problem-solving strategies/steps to assist them in cooperative group activities.
- Students complete self-reflection or group reflection sheets after an activity.
- Before working in a group situation, students discuss the roles and tasks of each member.
- When working in pairs, students discuss or write up a *Meine Verantwortung* task card outlining their responsibilities in the group.
- Model the language and behaviours of attentive listening, giving encouragement, praising accomplishments, and clarifying ideas and responses so students learn the language they need for cooperative group work by watching and listening carefully. Post in the classroom for student reference the vocabulary necessary for cooperative group work in German. Students practise this vocabulary through role-plays and repetition. (See Appendix B for lists of expressions.)
- Invite students to discuss expected behaviour in cooperative groups. As students share ideas, write them on a chart in German and post the chart in the classroom for reference.

**Co-operate with Others***Students will be able to:*

- 5.2.1** distinguish between on-task and off-task ideas and behaviours in a group, and stay on task (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- distinguish between on-task and off-task behaviour?
- remain on-task during group work?
- use task-maintenance behaviours to help the group maintain or regard focus?
- participate in group problem-solving related to productivity and other group issues?
- demonstrate effective problem-solving techniques?

 **Checklists**

Use checklists based on the Focus for Assessment criteria to monitor students' cooperative behaviours. Circulate among groups during small-group work to observe behaviours.

 **Conferences**

Conference with cooperative learning groups to review group process, provide feedback on observations made, and discuss ways to improve the cooperative learning process.

 **Self-Assessments**

Students complete self-assessment forms to self-report on personal contributions to group success and use of German during group activities. Students can use checklists, diaries, or learning logs.

 **Quick Check (Thumbs Up/Down)**

Use a Quick Check to determine how students feel about the way they worked on a cooperative activity. Students show a “thumbs up” if their group worked well, and a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick Checks may be used when time does not permit using an extended checklist.

General Outcome

5

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.2** Encourage,  
Support, and  
Work with  
Others

GRADE

5

Specific  
Outcome

**Work in Groups**

*Students will be able to:*

**5.2.2** assume the responsibilities for various group roles

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students work together to rearrange the set of their play so all the characters are not grouped on one side of the stage. They experiment with and assess different arrangements of props and furniture.
- One student takes on responsibility for recording the group's ideas during discussion of a story. Another student volunteers to do the pictures for the storyboard. The rest of the group sorts out roles for the presentation of the story.
- When doing a story/novel study, students take turns being the leader of the group. Students review the tasks of the leader.

**Work in Groups***Students will be able to:***5.2.2** assume the responsibilities for various group roles (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate knowledge of various group roles and their accompanying responsibilities in co-operative group work?
- choose roles appropriate to the specific tasks?
- assume specific roles and use them in a group task?
- select and implement problem-solving strategies to maintain on-task behaviours and overall group productivity?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Observe students as they engage in small-group discussions, and record student's question-asking patterns.

 **Self-Assessment**

Students complete self-assessments that indicate their engagement in small-group or paired discussions. Questionnaires can be created based on the following sample.

<b>In der Gruppe mitmachen—Schüler selbstbewertung</b>			
Name: _____ Datum: _____			
Gruppenmitglieder: _____			
	immer	manchmal	fast nie
Ich höre zu wenn andere sprechen.			
Ich stelle Fragen, die zum Thema passen.			
Ich beantworte Fragen ehrlich.			
Meine Antworten passen zum Thema.			
Ich höre zu, wenn andere meine Fragen beantworten.			
Ich warte bis ich an die Reihe komme.			
Ich unterbreche andere, wenn sie sprechen.			
Ich mache negative Bemerkungen.			
Wenn ich einen Gedanken schlecht finde, reagiere ich gegen die Person, die ihn ausspricht.			
Wenn ich einen Gedanken schlecht finde, sage ich warum der Gedanke nicht gut ist. (Das geht nicht, weil...)			
Ich helfe meiner Gruppe, eine gute Diskussion zu haben.			

General Outcome

5

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.2** Encourage,  
Support, and  
Work with  
Others

GRADE

5

Specific  
Outcome

**Use Language to Show Respect**

*Students will be able to:*

**5.2.3** demonstrate sensitivity to appropriate language use when communicating orally

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Invite students to help prepare charts of appropriate language use, and post them in the classroom for future reference.
- Discuss the use of *du* versus *Sie* as a sign of respect in German. Students role-play situations and use a Fish Bowl strategy to observe and offer suggestions or comments.
- After reviewing language to show respect and consideration for others' ideas and language abilities, students create personal cartoons that illustrate these concepts. Students use both thought and speech bubbles to make their cartoons explicit.

**Use Language to Show Respect***Students will be able to:*

- 5.2.3** demonstrate sensitivity to appropriate language use when communicating orally  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- choose and use oral language appropriate to the context?
- demonstrate knowledge of the elements that make up oral communication, including tone, register, volume, intonation, word choice, and non-verbal cues?
- demonstrate understanding with regard to socially and culturally appropriate verbal and non-verbal language use?
- monitor his/her own language use, recognizing the need for language change/adaptations for different social and cultural experiences?

**Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

**Conferences**

Conference with students to reinforce positive communication behaviours as well as to address discrepancies between students' self-assessment reports and the behaviours that are actually observed.

**Anecdotal Records**

Record examples of students' behaviours that show appreciation of variations in language use. All observations should be dated.

General Outcome

5

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.2** Encourage,  
Support, and  
Work with  
Others

GRADE

5

Specific  
Outcome

**Evaluate Group Process**

*Students will be able to:*

**5.2.4** assess group process, using checklists, and determine areas for development

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students complete a checklist to assess how effectively their group worked together on an assigned project.
- Students generate a list of roles and tasks for group work and, later, do a self-/group assessment.

**Evaluate Group Process***Students will be able to:*

- 5.2.4** assess group process, using checklists, and determine areas for development  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate willingness to become involved in self-assessment of contributions to the group process?
- use checklists and other tools for self- and group assessment?
- reflect on personal behaviours and set personal goals?
- reflect on group behaviours and participate in group goal-setting?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria, or use a grid like the following to record students' group behaviours.

Unsere Gruppenarbeit				
Datum: _____				
Thema: _____				
Namen	Zeit gut gebraucht	gut zugehört	Ideen geteilt	War hilfsbereit

 **Response Journals/Reflection Logs**

Students respond to prompts to write in journals. Such prompts could include:

- *Eine Gruppe funktioniert gut, wenn...*
- *Unsere Gruppe funktioniert am besten, wenn...*
- *Heute habe ich...*
- *Nächstes Mal helfe ich meiner Gruppe wenn ich...*

Students should engage in written dialogue to give positive feedback and suggestions for improving the effectiveness of group work.

 **Testing—Whole Class**

Individual accountability may be assessed through regular quizzes and tests. Regular periodic testing helps keep students aware of their responsibility to learn while they are doing group work.

 **Testing—Individuals**

Assess students' accountability for assigned work by calling on individual students from each group to provide an answer to a question. Select randomly.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Sound-Symbol System**

*Students will be able to:*

**6.1.1** use, independently, in oral and written situations, all elements of the sound-symbol system

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- On a regular basis, select unfamiliar vocabulary/passages for dictation, making sure to pronounce words clearly and accurately. Students listen carefully and write words/passages as they are read. In pairs or small groups, students check their work against a master list and proceed to repeat the process with only those words that were problematic or incorrect.
- Students read unfamiliar yet age-appropriate texts, choosing books from the class library and reading to another student.
- Code German books in the class library according to reading difficulty, and invite students to choose books that are appropriate for their reading level.
- Students participate in journal-writing activities.
- Students work with partners to generate a list of frequently used words that can be referenced during writing periods.

**Sound-Symbol System***Students will be able to:*

- 6.1.1** use, independently, in oral and written situations, all elements of the sound-symbol system (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student:

- accurately apply knowledge of the German sound-symbol system, when reading?
- accurately apply knowledge of the German sound-symbol system when writing?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Observe students as they work with words, either orally or in written work, to determine their abilities to use the German alphabet accurately. Record and date data on a checklist. Review the data to note progress over time and to guide instruction.

 **Anecdotal Records**

Record students' oral reading behaviour as they read a German text. Record miscues as students read orally. Analyze students' behaviours to determine their effective and efficient use of cueing systems.

 **Portfolios**

Students choose work samples to show their progress in applying phonetic knowledge of German. Samples can include pre-texts, post-texts, and rough drafts. Students can discuss their progress and make observations about areas that still require improvement.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Vocabulary**

*Students will be able to:*

**6.1.2** use vocabulary and expressions appropriately in classroom, school, and community contexts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Model everyday greetings and expressions used in and out of school.
- Students role-play situations where various expressions are used.
- Students use correct vocabulary and expressions when operating in the classroom on a day-to-day basis. If they do not, they are not responded to, are corrected by peers or teacher, or do not receive what is requested.
- Students develop a word search or crossword using words from the text or theme being studied.
- Students write short rebus readings based on a text or theme being studied.
- Students prepare riddles for other students to solve, based on a text or theme being studied.
- Invite students to participate in a daily “Sharing Circle” activity either at the beginning or end of the school day. The activity provides the opportunity for asking and answering questions, sharing personal information, etc. Students refer to thematic vocabulary charts and/or the classroom Word Wall to support conversation.
- Students write a conversation based on questions and answers in familiar classroom and/or school situations. Students then role-play the situations.

**Grammatical Frames***Students will be able to:*

- 6.1.2** use vocabulary and expressions appropriately in classroom, school, and community contexts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use vocabulary and expressions appropriately in a variety of classroom and school contexts?
- experiment with German vocabulary and expressions?
- use vocabulary and expressions in a variety of community contexts?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Observe as students present to familiar audiences. Note the appropriate use of vocabulary and expressions. Observations should be dated and progress should be noted.

 **Anecdotal Records**

During Sharing Circle time, observe and make notes as students share personal information, experiences, and opinions on topics under discussion. Some criteria may include:

- application of classroom vocabulary taught/reviewed to the topics discussed
- willingness to take risks with using German
- correct language use
- student is actively engaged in the activity

 **Individual or Group Conferences**

Students' role-plays may be recorded and used for individual or group conferences. Use the Focus for Assessment criteria to guide the conference.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

### Grammatical Features

*Students will be able to:*

**6.1.3** use, in **modelled** situations, specific grammatical elements:

- future tense
- prepositions with both dative and accusative
- sentence structure (subject, direct object, and indirect object)
- formal address (*Gehen Sie...*)

use, in **structured** situations, specific grammatical elements:

- verb position in subordinate clause (*dass, weil, als*)
- tense: present perfect (*Perfekt: bin gegangen, habe gesehen*) and past tense (*Präteritum: ging, sah*) including modals
- inversion for questions (*Hast du...?*) and adverbs of time and place (*Heute ist es...*)
- prepositions with accusative only and dative only
- sentence structure (subject and direct object)
- comparison of adjectives
- imperative (singular–*geh*, plural–*geht*)
- personal pronouns (accusative and dative)
- familiar separable verbs
- possessive pronouns (all)

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Grammatical elements, which the student is able to use independently and consistently, are to be maintained for the duration of the student's bilingual programming.

**Grammatical Frames***Students will be able to:*

- 6.1.3** use, in modelled situations, specific grammatical elements  
use, in structured situations, specific grammatical elements  
use, in independent situations, specific grammatical elements (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Mechanical Features**

*Students will be able to:*

**6.1.4** use basic German mechanical features and apply these features for effect

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Print out simple sentences that have capitalization and punctuation errors. Students read the sentences and identify the errors. They then write the corrected sentences into their notebooks.
- Through Independent Writing, provide support and encourage students to experiment with and use basic mechanical features.
- As students read an assigned passage on a familiar topic, they mark all punctuation marks and capital letters with a highlighter pen. They compare their work with that of a classmate.
- Students prepare mini-lessons to share in class to review basic punctuation and capitalization.
- Students, working in small groups, study selections of children's literature to find examples of the various uses of capital letters, commas, quotation marks, and other punctuation. Students share their findings.

**Mechanical Features***Students will be able to:*

- 6.1.4** use basic German mechanical features and apply these features for effect  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use basic mechanical features correctly?
- use basic mechanical features for effect?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria, and use the checklist to assess students' proficiency in using basic mechanical features. When this checklist is used regularly throughout the year, it shows progress over time.

 **Conferences**

Conduct conferences with students to determine their use of basic mechanical features, such as capitalization and punctuation. Refer to available work samples.

 **Work Samples**

Collect work samples from students to assess their progress in meeting the criteria set out in the Focus for Assessment.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Discourse Features**

*Students will be able to:*

- 6.1.5** use basic German discourse features in oral, written, and visual texts, and apply these features for effect

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students are given a list of discourse (transitional vocabulary) markers such as *trotzdem, deshalb, am Anfang, am Ende....*, etc. Students practise linking related sentences using transitional vocabulary.
- Students write a paragraph using a sequence writing graphic organizer. They are provided with a list of words to use in sequencing (e.g., *zuerst, dann, später, zuletzt*, etc.).

**Discourse Features**

*Students will be able to:*

- 6.1.5** use basic German discourse features in oral, written, and visual texts, and apply these features for effect (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use basic discourse features orally?
- use basic discourse features in written texts?
- use basic discourse features in visual texts?
- apply basic discourse features for effect in oral, written, and visual texts?

 **Checklists**

Develop a simple checklist based on the Focus for Assessment criteria. When making observations, note the context and record the date.

 **Anecdotal Records**

Use the Focus for Assessment criteria to observe and record students' recognition and use of basic discourse features in oral, written, and visual texts. Date and note specific examples to determine students' developing skills in this area.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Listening**

*Students will be able to:*

- 6.2.1** listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students listen to and view each other's *PowerPoint* presentations of a research topic.
- Students listen to a story either read by the teacher or played from a recording, and then retell the main points of the story to a partner.
- Students are told ahead of time that they will be role-playing one character of a story so they must listen closely to the story.
- Students view a presentation by another classmate in the bilingual program. Students later retell what they heard in the presentation to their classroom teacher.

**Listening***Students will be able to:*

- 6.2.1** listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate understanding of an oral or media presentation in a structured situation?
- demonstrate understanding of an oral or media presentation in an unstructured situation?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Make observations as students listen and respond to lengthy oral or media presentations.

 **Conferences**

Meet with students to check on their understanding of key information they have heard during oral or media presentations.

 **Learning Logs**

Students record entries in a learning log following each oral presentation and discussion. The entries may include what students learned about the topic, how they felt about the ideas and information presented, and other questions they may still have about the topic. Conference with students to review responses and assess how they use their knowledge and listening strategies to learn.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Speaking**

*Students will be able to:*

**6.2.2** deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured situation

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students briefly speak on a class topic. For example:  
*Mein Lieblingssport*  
*Meine Freizeitbeschäftigungen*  
*Was ich am Wochenende gemacht habe*  
*Was wir in der Schule machen*  
*Wo ich wohne, usw.*
- Students answer orally several pre-selected questions after reading a short passage in German.
- Students retell a story in their own words.
- Students share with the class special activities that they have done or will be doing (e.g., soccer game, baking, piano recital, etc.).
- Students rehearse and present common conversational scenarios that are on poster paper (e.g., going shopping, going to a movie).
- Students participate spontaneously in Sharing Circles focusing on specific topics.

**Speaking***Students will be able to:*

- 6.2.2** deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured situation (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- spontaneously produce an oral presentation on a familiar topic?
- produce a prepared oral presentation on a familiar topic?

 **Checklists**

Develop a simple checklist based on the Focus for Assessment criteria to assess students' ability to produce prepared and spontaneous oral presentations.

 **Rating Scales**

In its *Languages Template* document, the British Columbia Ministry of Education states that when students present information orally, it is important to note the extent to which they:

- convey messages
- use body language or visuals to help make the meaning clear
- use a range of appropriate vocabulary and structures
- volume and intonation
- pronunciation
- fluency of delivery
- completeness of information
- understand simple questions about their topic
- attempt to answer questions in German

 **Anecdotal Notes**

Record information about students' skills and knowledge during specific sharing situations. Date and describe the context of each sharing. Review and note progress over time. For example, during Sharing Circle time, observe students sharing personal information, experiences, and opinions on topics under discussion. Some criteria may include:

1. application of classroom vocabulary taught/reviewed to the topics discussed
2. willingness to take risks with using German
3. correct pronunciation and grammar
4. active engagement in the activity

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Reading**

*Students will be able to:*

**6.2.3** read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students choral read and discuss an article about school in Germany or a sports star.
- Students read an authentic or teacher-prepared comic strip and relate key points.
- Students read a short mystery and complete a web template of who, what, when, where, etc.
- Provide students with sentence strips on a familiar theme that they sequence to create a paragraph.
- Students recreate the main points of a text within an outline format.
- Students analyze the directions given in a recipe to understand the necessity of following the sequence of directions to attain the product.

**Reading**

*Students will be able to:*

- 6.2.3** read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- read and understand the main idea of a text dealing with a familiar topic in a structured situation?
- read and understand supporting details for text dealing with a familiar topic in a structured situation?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria.

 **Conferencing**

Confer with students using a variety of short texts and/or series of sentences. Talk with students about the strategies they used to construct and confirm meaning. Initiate conversations with students about the cueing systems and comprehension strategies they used. Use this information to guide instruction.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Writing**

*Students will be able to:*

**6.2.4** produce, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students write a journal entry.
- Students write a different ending to a story that is read in class.
- Students write a thank-you letter to a classroom visitor or read-in week reader.
- Students read a situation with a section missing in the middle of the story. They then write the missing section.
- Students write to a pen pal in a German-speaking country.
- Students produce their own version of a well-known story.
- Students “catch each other” being kind and write a note to those students they “catch.”
- After listening to a set story or poem, students provide a written addition to the story or poem or write possible dialogue between two characters.

**Writing**

*Students will be able to:*

- 6.2.4** produce, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- spontaneously produce texts on familiar topics in a structured situation?
- spontaneously produce texts on familiar topics in unstructured situations?
- require guidance to produce text on a familiar topic in a structured situation?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. All observations should be dated and the context of observations noted.

 **Rubrics**

With students, generate descriptors for levels of performance that guide students in creating simple texts on a familiar topic. Specific behaviours may be outlined. Students' performances based on the rubric may be placed in their portfolios.

 **Portfolios**

Students select samples of work that represent their ability to produce written texts in German on familiar topics. Students should be prepared to explain why they chose the texts that they did.

 **Work Samples**

Collect samples of students' work to look for evidence that students are:

- conveying appropriate, complete information
- using and adopting structures they have learned
- using correct spelling for familiar vocabulary
- organizing material effectively
- choosing appropriate words and expressions
- solving problems they encounter by using classroom and other resources

(*Language Template*, Ministry of Education, Skills and Training, British Columbia, 1997.)

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Viewing**

*Students will be able to:*

**6.2.5** view and understand a series of simple events and/or representations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look at paintings by German painters on a theme and discuss.
- Students view a calendar of events or a timetable, and explain when things are occurring.
- Students view a video with or without sound and then relate the story.
- Students study the patterns used in embroidery. They choose a simple pattern and sew a bookmark for Mother's Day.
- Students play charades (guess the sentence, career, object).
- Students sequence pictures to form a story progression.
- Students sort pictures to find why they belong or why certain ones do not belong.
- Students pantomime events from their studies or holidays (e.g., explorers journeys, opening gifts, emotional situations).
- Students read comic strips with or without words.
- Students view wordless books to note how understanding is facilitated visually.
- Students plant flowers or bean seeds and map out the series of events and stages during their growth.
- Students view a number of posters or announcements advertising upcoming events in the German community, and answer questions about the event.

**Viewing***Students will be able to:***6.2.5** view and understand a series of simple events and/or representations (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- view and understand a series of simple events?
- view and understand a series of simple representations?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Note the date and context for all observations. Review the checklists occasionally to assess progress over time and to guide instruction.

 **Work Samples**

Review students' work samples for evidence of understanding of simple events and representations in German.

**SAMPLE RESOURCES**

Picture books

Class guest with embroidery experience

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Representing**

*Students will be able to:*

**6.2.6** create multiple representations of the same ideas, events and/or information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- For a school event, students
  - create a school announcement
  - create posters
  - visit classes to advertise the event
  - take photographs for the event
- Students create a *PowerPoint* presentation including written text, maps, pictures, graphs, etc.
- Students research a career using written text, pictures, video, and a guest speaker.
- Students graph weather data.
- Students create a collage of the various cultural elements (e.g., food, holidays, music, sports, vocabulary of Great Britain, France, and United States).
- Students learn and apply symbols for editing written work. Students use editing symbols to edit a peer's writing.
- Students experiment with representing the same data (e.g., dates of historical events, in different formats, such as a timeline, a graphic organizer, a cartoon strip, a poster, etc.).

**Representing***Students will be able to:*

- 6.2.6** create multiple representations of the same ideas, events and/or information  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- create multiple representations of the same ideas, events, or information?
- use a variety of representations?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria to determine abilities to create multiple representations of the same ideas, events, or information. Date each observation and include its context. Review and note progress over time to guide conferences and instruction.

 **Portfolios**

Students select work samples that show different ways they have organized ideas and information. Students include reasons for choosing each work sample.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Register**

*Students will be able to:*

**6.3.1** use formal and informal language in familiar situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students role-play meeting and greeting various officials in their classroom using the proper and acceptable greetings in each situation (e.g., clergy, government officials, school officials, other guests, parents, other students, teachers).
- Students design mini-posters showing formal and informal language in familiar situations such as at school, in church, on a field trip, greeting a guest, etc. These posters are shared in class and may be posted and discussed. The posters may be reviewed prior to inviting a guest speaker or going on a class field trip.
- Students compare a range of different greeting cards and arrange them from high to low according to their level of formality.

**Register***Students will be able to:***6.3.1** use formal and informal language in familiar situations (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize characteristics of familiar and formal language?
- use formal and informal language in familiar situations?
- project his/her voice at an appropriate level?
- remain on topic?

 **Checklists**

Use checklists based on Focus for Assessment criteria. Date all observations and note the context.

 **Conferences**

Keep notes on individual students' successes and challenges in adapting language. Share notes with the student and, together, make plans to improve. Conference with students to discuss participation and personal responsibility in the classroom and school community.

 **Journals**

Students reflect on what they have learned about the use of appropriate words and intonations by recording their thoughts in their journals. Model the process of reflecting and provide students with sentence starters to assist them.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Idiomatic Expressions**

*Students will be able to:*

**6.3.2** use learned idiomatic expressions to enhance communication

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Over time, write on a chart idiomatic expressions that come up in reading and viewing activities. The chart is displayed in the classroom and students role-play conversations using the expressions for the class.
- After students are introduced to a variety of idiomatic expressions, they illustrate the literal meaning of each idiom.
- Students compare and contrast German and English idiomatic expressions for similar situations.
- Students incorporate idiomatic expressions in their writing.

**Idiomatic Expressions***Students will be able to:***6.3.2** use learned idiomatic expressions to enhance communication (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use learned idiomatic expression to enhance communication?
- use idiomatic expressions with confidence and ease?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date all observations and note the context of the observations.

 **Anecdotal Notes**

Record information throughout the year about students' abilities to understand and use simple idiomatic expressions in German.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Variations in Language**

*Students will be able to:*

**6.3.3** experience a variety of regional variations in language

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students view a video or listen to a tape where Bavarian, Austrian, and Swiss dialect is spoken.
- Students learn a song from Bavaria and study the words and variation in language.
- Invite students to write about the differences they experienced when listening to and participating in activities that involved regional variations in language. Students should reflect on what they found interesting, challenging, difficult, and rewarding. They should also reflect on and record strategies they used to comprehend in order to participate in the activities.
- Students listen to variations in language in guest speakers that visit the class during read-in week or classroom visits.

**Variations in Language***Students will be able to:***6.3.3** experience a variety of regional variations in language (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize regional variations in language?
- actively participate in situations where variations of the German language are being presented?
- demonstrate understanding of/or interest in variations of the German language?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Date and record the context of each observation. Use these data to guide instruction and conference.

 **Conferences**

Conference with students about their experiences listening to regional variations in language. Ask students about what was challenging and interesting, and what strategies they used to aid comprehension. Review learning logs entries during the conference.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Social Conventions**

*Students will be able to:*

**6.3.4** recognize simple social conventions in informal conversation (e.g., for turn-taking)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students prepare and present a situation where they visit someone, or someone visits them.
- Students brainstorm and establish language ladders for expressing gratitude, disagreement, acceptance, refusal, etc.
- Students create a cartoon strip showing the appropriate and inappropriate use of social conventions in informal conversations. Examples of appropriate social conventions would include appropriate greetings, turn-taking, and politely disagreeing or refusing a request. Students share their cartoons in class.
- Students greet adults and school staff members who are visiting the classroom by using appropriate greetings, body stance, proximity, etc.

**Social Conventions***Students will be able to:*

- 6.3.4** recognize simple social conventions in informal conversations (e.g., for turn-taking) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize social conventions in informal conversations?
- use simple social conventions in information conversations?

**Observations/Anecdotal Notes**

Observe and note students' skills in appropriately greeting adults and peers in the school or classroom. Note their awareness of and skill in using other appropriate social conventions when interacting with others, such as taking turns, disagreeing, interrupting, or refusing politely, etc.

**Response Journals/Reflection Logs**

Students record in their journals two or three important behaviours they need to remember and practise when interacting with others in German in a variety of contexts. Provide prompts such as *Wenn ich \_\_\_\_\_, muss ich \_\_\_\_\_*. *Ich muss merken....*

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Non-Verbal Communication**

*Students will be able to:*

**6.3.5** use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., eye contact)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Informally coach students to use appropriate non-verbal behaviours on a daily basis.
- Students play charades to practise appropriate non-verbal behaviours.
- When role-playing given situations, students use actions and gestures to help convey meaning.
- When dramatizing a dialogue under study, students concentrate on using facial expressions, gestures, and actions to help convey meaning and replicate authentic conversations.
- Present examples of non-verbal communication in different situations such as drama presentations, television shows, and commercials. Students identify specific features such as facial expression, hand movements, whole-body movements, and eye contact. In small groups or as a class, discuss how specific features aided the presentation. When the students have become familiar with non-verbal cues, students can break into pairs or small groups to practise using a script provided by the teacher.
- Play clips of television shows or videos with the volume turned off in order to focus on the use of non-verbal cues while being sensitive to cultural practices and values. With students, discuss how these cues convey feelings, persuade, or express opinions. Students may be given situations to pantomime the use of non-verbal cues.

**Non-Verbal Communication***Students will be able to:*

- 6.3.5** use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., eye contact) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use appropriate non-verbal behaviours in a variety of familiar contexts?
- use any inappropriate non-verbal behaviour?

 **Anecdotal Records**

Record examples to show how students applied knowledge of, and communicated understanding of, appropriate and inappropriate non-verbal behaviour both within and outside the school context.

 **Conferences**

Conference with students to check on their understanding of appropriate and inappropriate non-verbal behaviours.

 **Response Journals/Reflection Logs**

Following a class discussion, have students write about the difference between appropriate and inappropriate non-verbal behaviours in certain contexts based on what they viewed.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Cognitive**

*Students will be able to:*

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning (e.g., group together sets of things—vocabulary, structures—with similar characteristics, identify similarities and differences between aspects of the language being learned and their own language)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, the students discuss the actual strategies they applied to complete the activity.

- Students examine a list of cognitive strategies and then brainstorm examples of strategies they have used.
- Students, working in small groups, create a Venn diagram to compare the rules of capitalization and punctuation in English and German.
- Using a familiar text passage, students highlight verbs, adjectives, and adverbs with highlighter pens and later sort these words accordingly.
- Using a familiar text passage, students identify and then categorize nouns according to their gender.
- Students play the vocabulary game *Ich packe meinen Rucksack*.

**Cognitive**

*Students will be able to:*

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning (e.g., group together sets of things—vocabulary, structures—with similar characteristics, identify similarities and differences between aspects of the language being learned and their own language) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify and use a variety of cognitive strategies to enhance language learning?
- group sets of things such as vocabulary or structures with similar characteristics?
- identify similarities and differences between aspects of the German and English languages?
- use graphic organizers to make information easier to understand and remember?
- associate new words with familiar ones?

 **Self-Assessments**

Students can use a simple list of strategies for tracking usage and frequency. See Appendix IV of the Curriculum Framework.

 **Checklists**

Using a list of cognitive language learning strategies such as that in Appendix IV of the Curriculum Framework, keep a list of strategies to use with guidance or independently and track some for frequency.

 **Portfolios and Conferencing**

Students can select pieces where organizers were used or language patterns were tracked, etc. Conferences with students, reinforce the good use of strategies, and encourage the use of new strategies.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Metacognitive**

*Students will be able to:*

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning (e.g., reflect on the listening, reading and writing process, check copied writing for accuracy)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- After using graphic organizers to organize information and ideas, students reflect on the effectiveness of graphic organizers in enhancing their language learning.
- Students maintain a learning log by reflecting on learning and recording major learnings on a regular basis.
- Students participate in goal-setting and self-assessment activities for listening, speaking, reading, and writing.
- Students select samples of their daily work for their portfolios to make observations and reflect on their progress in learning German.
- Invite students to discover how their daily effort in class will enhance their learning of German. At the end of the class, students are asked to rate their performance on aspects of their daily communication.

**Metacognitive***Students will be able to:*

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning (e.g., reflect on the listening, reading and writing process, check copied writing for accuracy) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of metacognitive strategies to enhance language learning?
- use a variety of metacognitive strategies to enhance language learning?
- reflect on listening?
- reflect on reading?
- reflect on writing?
- reflect on and participate in goal-setting activities?

 **Anecdotal Records**

Select four or five students per class to observe as they solve problems, monitor their language learning, reflect on their strengths and weaknesses, identify their needs, and set goals for language learning. Observations should be made over different periods of time in different learning contexts. The information gathered should be dated and be used to enhance or modify future instructions.

 **Conferences**

Conference with students to share observations and to invite students to share their personal reflections on their progress as a German language learner. Discuss with students areas they have identified for improvement, and provide direction, encouragement, and feedback on progress.

 **Self-Assessments**

At the end of class, students use checklists to rate their performance on aspects of their daily oral communication. Items may include:

- I volunteered questions and information
- I practiced new vocabulary and patterns
- I talked only in German
- I tried to correct my mistakes
- I supported and encouraged others

See Appendix E.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Social/Affective**

*Students will be able to:*

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning (e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or non-acceptance by more experienced speakers)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Following a self-reflection/assessment activity, students identify an area they want to improve on. Students are grouped according to their needs/wants and work together to improve the areas identified.
- Students search out a partner with whom to complete a newspaper assignment. Students select an article from a German newspaper and identify three interesting facts to report to the class. Students present the information visually with key words and phrases in German.
- Students participate in an Author's Chair activity by reading completed works or works-in-progress to classmates. After reading, the author asks for feedback from classmates, making use of vocabulary charts compiled earlier.

**Social/Affective***Students will be able to:*

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning (e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or non-acceptance by more experienced speakers) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of social and affective strategies to enhance language learning (e.g., asking for feedback, try unfamiliar tasks)?
- use a variety of social and affective strategies to enhance language learning?
- experiment with language, vocabulary, and expressions?
- accept mistakes as a natural part of language learning?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and note the context of all observations. Review the checklists periodically to note progress over time.

 **Anecdotal Records**

When students are working on assigned tasks such as the newspaper assignment or Author's Chair, note the extent to which they:

- approach tasks with confidence
- persevere by trying different approaches or strategies when having difficulty
- tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge
- participate in the roles of author and audience.

 **Self-Assessments**

Students can use a simple list of strategies for tracking usage and frequency.

 **Conferences**

Conference with individuals or small groups of students about strategies that help them enhance their language learning when working with others. Provide positive feedback and support to help students identify and develop social/affective strategies.

 **Portfolios**

Sessions may be recorded for more detailed observations or for review with students during conferencing.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Interactive**

*Students will be able to:*

- 6.5.1** identify and use a variety of interactive strategies (e.g., assess feedback from conversation partner to recognize when the message has not been understood)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Note:** As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- In pairs, Student A gives Student B very specific instructions to do or draw something. Afterwards, debrief with students all the ways that Student A could tell whether Student B understood.
- Show students a video of two people talking where one does not understand. Debrief with students how they can tell whether the two people understand each other.
- Students have a conversation with each other. They then report how they knew whether the partner understood the conversation. *Wie weißt du, ob dein Partner versteht?*
  - *einen leeren Gesichtsausdruck*
  - *ein Lächeln*
  - *ein Kopfnicken/ ein Kopfschütteln*
  - *ein Stirnrunzeln*
  - *ein Nicken*
  - *die Augenbrauen heben*
  - *das Richtige / das Falsche tun*
  - *das Richtige / das Falsche sagen/antworten*
- Students use W5 questions to access information from conversations with another student.
- Invite students to brainstorm a list of qualities of a good listener. These are written on a chart with accompanying illustrations or visual clues. The chart is posted in the classroom for future reference.
- Each student prepares a short 30-second oral presentation on their hobbies or after-school activities. Students, working with a partner, share their oral presentations. Then they return to a large group and share something that was shared by their partner. (Variation on the Think/Pair/Share strategy.)

**Interactive***Students will be able to:*

- 6.5.1** identify and use a variety of interactive strategies, e.g. assess feedback from conversation partner to recognize when the message has not been understood  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- interpret and use a variety of non-verbal clues to communication; e.g., mime, pointing gestures?
- indicate a lack of understanding?
- ask for clarification?
- assess feedback from a conversation partner to recognize when the message has not been understood?
- try a different tactic when communication breaks down?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria to conduct a more structured assessment. All observations should be dated and the context for each noted. Note progress over time.

 **Anecdotal Records**

Observe students during their interactions with classmates. Assessment should focus on students' abilities to interpret and use non-verbal clues to communicate, and to use strategies modelled in class when communication breaks down. Date and record the context of the observations.

 **Self-Assessment**

A simple list of strategies can be used by the student for tracking usage and frequency.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Interpretive**

*Students will be able to:*

**6.5.2** identify and use a variety of interpretive strategies (e.g., use knowledge of the sound-symbol system to aid reading comprehension)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Using a familiar text, students complete a Cloze activity where nouns are omitted.
- Students complete a Cloze activity on a familiar topic in which verb endings have been omitted.
- Students use highlighter pens to focus on key words and concepts when reading an information text.
- Students, working in small groups, examine a collection of words and pictures related to a text or topic they will be studying in class. Students make predictions about the text and share their personal knowledge and experiences with their classmates.

**Interpretive***Students will be able to:***6.5.2** identify and use a variety of interpretive strategies (e.g., use knowledge of the sound-symbol system to aid reading comprehension) *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of interpretive strategies to aid comprehension?
- use a variety of interpretive strategies to aid comprehension?
- use source/symbol system to aid reading comprehension?
- infer meaning of unknown words or expressions from contextual cues?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date and record the context of all observations. The data should be reviewed to note progress over time and to guide instruction.

 **Anecdotal Records**

Maintain running records of how students self-correct, use context cues, and make predictions to aid comprehension before and during reading. Observe students after reading to check if they can demonstrate understanding of what was read.

 **Self-Assessments**

Students can use a simple list of strategies for tracking usage and frequency.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Productive**

*Students will be able to:*

**6.5.3** identify and use a variety of productive strategies (e.g., use knowledge of sentence patterns to form new sentences)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Using the basic sentence structures from a dialogue or echo-acting activity, students create a new dialogue.
- Using either repetitive or cumulative stories as a model, students create their own story.
- Provide students with familiar sentence starters in written form and students complete the sentences to form a paragraph.
- After viewing different cultural texts such as alphabet books, numerical books, or holiday books, students create their own texts following a chosen pattern.
- After studying a poetic form, students follow the patterns found in the poem as a model for writing their own poem.
- Students use a variety of resources in the classroom, such as personal and commercial dictionaries, word charts, and grammar charts, to edit and revise an original text.

**Productive***Students will be able to:*

- 6.5.3** identify and use a variety of productive strategies (e.g., use knowledge of sentence patterns to form new sentences) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of productive strategies to create new texts?
- use a variety of productive strategies to create new texts?
- use familiar sentence patterns to create new sentences?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

 **Rubrics**

Invite students to assist in creating assessment rubrics for new texts created. Some considerations should include the effective use of adjectives, adverbs, verbs, and descriptive nouns, and the students' ability to manipulate and apply knowledge of syntax, etc., in producing new texts.

 **Self-Assessments**

Students can use a simple list of strategies for tracking usage and frequency.

 **Conferences**

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the production strategies that were taught and practised in class.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Cognitive**

*Students will be able to:*

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning (e.g., write down key words and concepts in abbreviated form—verbal, graphic, or numerical—to assist the performance of a learning task)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students, working in cooperative learning groups, complete a KWL chart before, during, and after researching a topic of interest.
- Students listen to a story and make note of key words that show the sequence of events, the main idea, the setting, or character traits.
- Students brainstorm a list of questions they want answered when completing a research project.
- When conducting research on a topic of interest, students seek information through a number of sources including libraries, Internet sites, individuals, and agencies.
- After reading a short, informational article in German, students develop abbreviations or symbols for key concepts to use during note-taking.

**Cognitive**

*Students will be able to:*

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning (e.g., write down key words and concepts in abbreviated form—verbal, graphic, or numerical—to assist performance of a learning task) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of cognitive strategies to enhance general learning?
- use a variety of cognitive strategies to enhance general learning?
- focus on completing a learning task?
- use previously acquired knowledge or skills to assist with a new learning task?
- use graphic organizers effectively?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

 **Self-Assessments**

Students can use a simple list of strategies for tracking usage and frequency.

 **Work Samples/Portfolios**

Students select samples of completed work such as the KWL chart, mind map, or web that represent their ability to use graphic organizers effectively to help make information in German easier to understand and remember. Samples should reflect progress over time. Students should provide reasons for their choices.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Metacognitive**

*Students will be able to:*

**6.6.2** identify and use a variety of metacognitive strategies to enhance general learning (e.g., make a plan in advance about how to approach a task)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students complete a given task. They brainstorm the steps they will take to complete the task (e.g., write a biography, make a fruit salad, plan a class party).
- Students create a logical plan in advance about how to approach a task.
- On a personal goal-setting form, students not only set goals, but indicate how they will achieve them and what would happen if goals were not achieved.
- Students, with teacher guidance, develop criteria for evaluating their own work.

**Metacognitive***Students will be able to:***6.6.2** identify and use a variety of metacognitive strategies to enhance general learning (e.g., make a plan in advance about how to approach a task) *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- reflect on learning tasks with guidance?
- realize their efforts can affect their learning?
- make a plan how to approach a task?
- identify their own needs and interests?
- manage the physical environment in which they work?
- keep a learning journal, diary, or log?
- decide to attend to a learning task?
- make plans in advance or before attending to a learning task?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

 **Self-Assessments**

Students can use a simple list of strategies for tracking usage and frequency.

 **Response Journals/Reflection Logs**

Guide students to reflect on the activities and Focus for Assessment criteria. Assist students in focusing on how they are performing and to provide the language to reflect on and communicate information in German. Provide frameworks that include sentence starters and rating scales. It may be necessary to have students reflect and write journal or self-assessment entries in English on occasion for students to express their thoughts clearly and concisely.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Social/Affective**

*Students will be able to:*

- 6.6.3** identify and use a variety of social and affective strategies to enhance general learning (e.g., encourage themselves to try, even though they might make mistakes)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students brainstorm a list of positive statements of encouragement they can use when frustrated by a task. They then role-play a variety of situations where these expressions can be used.
- Read students a selection that contains mistakes. They correct the mistakes as they hear them and realize that it is okay to make errors.
- Students brainstorm a list of positive and encouraging statements they can use when feeling frustrated at a task. Then they role-play a variety of situations where these expressions can be used.
- Invite students to brainstorm words and phrases that would assist them in working cooperatively with other students (e.g., *Bitte wiederhole ...*; *Ich bin dran. Reich' mir bitte ...*, etc.). These phrases are posted in the classroom for future reference.
- Students brainstorm a list of encouraging statements they can say to themselves at various times during the learning process.

**Social/Affective***Students will be able to:*

- 6.6.3** identify and use a variety of social and affective strategies to enhance general learning (e.g., encourage themselves to try, even though they might make mistakes) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- seek help from others?
- participate in cooperative group activities?
- be willing to take risks?
- support peers to help them persevere at learning tasks?
- use self-encouragement when experiencing difficulty?

 **Anecdotal Records**

Observe students as they work in cooperative groups to solve problems or complete assigned tasks. Target observations by selecting four or five students per class and one or two specific outcomes to observe. Develop a data-gathering system such as a clipboard for anecdotal notes, a checklist based on the Focus for Assessment criteria, or a video or audio recorder. All observations are dated and the context of the observation is noted.

 **Self-Assessments**

Students can use a simple list of strategies for tracking usage and frequency.

 **Conferences**

Conference with individual students or with a group of students to share observations, encourage students, and provide guidance and feedback.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Valuing German Language and the Cultures of German-speaking Peoples**

*Students will be able to:*

**7.1.1** identify the lifelong personal benefits of German language and culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students complete a questionnaire about what they feel they will gain for themselves by being in the German program.
  - *Warum ist es für dich wichtig, Deutsch zu lernen?*
  - *Warum ist es für dich wichtig über deutsche Feiertage und Traditionen zu lernen?*
  - *Warum ist es für dich wichtig, etwas über deutsche Geschichte zu lernen?*
- Students prepare a brief presentation on what they want to do when they grow up, why they would chose this career, and how German might help them in this career.
- Students prepare a *PowerPoint* presentation using school photographs of cultural events and information gathered through surveying students. Using prepared interview questions, students survey other German bilingual students about what they feel are the benefits of the German program.
- Students, working in small groups, prepare a video presentation talking about the German bilingual program (e.g., cultural activities, learning German, and the benefits of learning German).

**Valuing German Language and the Cultures of German-speaking Peoples***Students will be able to:***7.1.1** identify the lifelong personal benefits of German language and culture *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify personal benefits of having knowledge of the German language?
- understand some of the benefits of second language learning?
- share ideas and opinions willingly?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Carefully observe students for evidence of their developing self-concepts as they interact with their classmates, work on projects, and share personal information. Date all observations and note their context. Review the checklist on a regular basis to note growth over time.

 **Self-Assessments**

Students complete self-assessments that indicate their recognition and appreciation of the German language and culture. Guide the students by providing prompts.

 **Response Journals/Reflection Logs**

After each activity, students record personal reflections in a journal. Review these entries and provide positive feedback and support where needed.

 **Conferences**

Conference with students to discuss participation, recognition, and appreciation of the German language and culture.

General Outcome

7

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

7.1 Self-Identity

GRADE

5

Specific Outcome

**Valuing Bilingualism/Multiculturalism**

*Students will be able to:*

**7.1.2** recognize the uniqueness of a bilingual/multicultural education

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After brainstorming a list of benefits of a bilingual education, students design and write a 30-second commercial for the German bilingual program, outlining its benefits and uniqueness.
- Students, working in small groups, peruse a variety of promotional materials (e.g., brochures, videos, posters) for bilingual/multicultural education. They identify key points and messages and work as a class to translate this information into German. Students create a poster, brochure, advertisement, or short commercial to promote bilingual/multicultural school programs.

**Valuing Bilingualism/Multiculturalism***Students will be able to:***7.1.2** recognize the uniqueness of a bilingual/multicultural education (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize the uniqueness of bilingual/multicultural education?
- demonstrate appreciation and respect for other cultures?
- actively participate in class activities and discussions of bilingual/multiculturalism?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 **Anecdotal Notes**

Record examples of the students' behaviours based on the Focus for Assessment criteria. Use the data to conference with students.

 **Response Journals/Reflection Logs**

Students respond to prompts to write in their journals. Prompts include:

*Ein Land—viele Sprachen und Kulturen*

*Was wir heute gesehen/gelesen/gehört haben:* \_\_\_\_\_

*Was ich davon gelernt habe:* \_\_\_\_\_

*Was ich toll daran finde:* \_\_\_\_\_

*Was ich noch darüber lernen möchte:* \_\_\_\_\_

 **Self-Assessments**

Students complete a self-reflection following involvement in an activity involving another culture. Respond to students' self-reflections with positive feedback.

General Outcome

7

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

7.2 German Culture

GRADE

5

Specific Outcome

**Historical Elements**

*Students will be able to:*

**7.2.1** explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [*St. Nikolaus*], music, dance, art, literature, food, etc.)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- On a map, students identify regions of German settlements in Canada.
- Students read an article discussing how the celebration of St. Nikolaus came to be. Then they answer written comprehension questions.
- Using a Venn diagram, students differentiate between St. Nikolaus and Santa Claus.
- Students bake St. Nikolaus cookies and learn St. Nikolaus songs.

**Historical Elements***Students will be able to:*

- 7.2.1** explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [*St. Nikolaus*], music, dance, art, literature, food, etc.) (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore the historical roots of traditional cultural activities?
- actively participate in activities and classroom discussions?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

 **Anecdotal Records**

Observe how the students participate in activities and experiences that reflect traditional elements of the German culture, and include the context of all the observations.

 **Self-Assessments**

Students complete a self-reflection following involvement in a traditional German activity. The teacher responds to the students' self-reflections with positive feedback.

 **Conferences**

Conference with students to discuss and provide feedback regarding their participation and experiences in traditional German cultural activities.



*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Contemporary Elements**

*Students will be able to:*

**7.2.2** explore elements in the immediate environment that reflect the contemporary features of German culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students listen to German radio live on the Internet, focusing on contemporary music, news, weather, traffic reports.
- After having learned about the tradition of St. Nikolaus, students explore how St. Nikolaustag is celebrated today.
- After listening to a number of contemporary German songs, students compare and contrast contemporary music from North America versus Germany.
- After listening to a number of selections of German contemporary music, students vote their preferences and graph the results.
- Students study and learn the lyrics to a German contemporary song chosen as a favourite by the class.
- Share a biography about an interesting athlete, scientist, author, musician, or artist of German descent. Working in cooperative learning groups, students complete a follow-up activity (e.g., make a poster, create a display table, prepare an illustrated timeline, or a collage) using words and phrases highlighting that person's talents and contributions. Students invite other classes to visit and view their work.

**Contemporary Elements***Students will be able to:***7.2.2** explore elements in the immediate environment that reflect the contemporary features of German culture (see example above) *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore elements in the immediate environment that reflect contemporary German culture?
- actively participate in classroom activities and discussions?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

 **Anecdotal Records**

Observe how students participate in activities and experiences that reflect contemporary elements of the German culture, and include the context of all the observations.

 **Conferences**

Conference with students to discuss and provide feedback regarding their participation and experiences in contemporary German language and cultural activities.

General Outcome

7

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

7.2 German Culture

GRADE

5

Specific Outcome

**Diversity**

*Students will be able to:*

**7.2.3** explore the diversity of German culture at the school level

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students discuss various German traditions celebrated and practised, and compare similarities and differences.
- Students interview other teachers and German-speaking parents in the school, asking questions about how they celebrate German traditions. Results of the interviews are compiled, discussed, and represented on a graph or in a diagram.

**Diversity***Students will be able to:***7.2.3** explore diversity of German culture at the school level (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore diversity of the German language and culture?
- demonstrate an understanding and appreciation for diversity in the German language and culture?

 **Checklists**

Observe students in activities where there is cultural and linguistic diversity. Develop checklists based on students' participation, recognition, and understanding of diversities. Observe students as they engage in discussion. Date and include the context of each observation.

 **Anecdotal Records**

Record examples of the students' behaviours based on the Focus for Assessment criteria. Use the data to conference with students.

 **Conferences**

Conference with students to discuss and provide feedback regarding students' skills at identifying diverse elements of the German language and culture.

 **Response Journals/Learning Logs**

After each activity, students record personal reflections regarding the diverse elements of the German language and culture. Review these entries and provide positive feedback and support where needed.

General Outcome

7

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

7.2 German Culture

GRADE

5

Specific Outcome

**Change**

*Students will be able to:*

**7.2.4** explore and reflect on change in German culture within the family and community

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students interview grandparents or other older guests to the classroom, focusing on how they celebrated German traditions when they were children. Students then compare this with if and/or how they celebrate the same tradition today.
- Students identify German cultural celebrations and traditions that exist in Canada but are not widely celebrated in Germany (e.g., *Oktoberfest*, *Schuhplattler*).

**Change***Students will be able to:*

- 7.2.4** explore and reflect on change in German culture within the family and community (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore change in the German language and culture?
- reflect on change in the German language and culture?

 **Anecdotal Records**

Record examples to show how students identified changes in the German language and culture. Date and record the context of the observations.

 **Checklists**

Develop checklists based on the ability of students to identify changes in the German language and culture over time. Date and record the context of the observations.

 **Conferences**

Conference with students to determine their skill in reflecting on and identifying changes in the German language and culture over time. Provide feedback and guidance.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Valuing Diversity**

*Students will be able to:*

**7.3.1** explore, compare, and reflect on the personal significance of diversity in Canada

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students are twinned with another class in the school outside the German program to work together on a common activity (e.g., do a holiday craft).
- After completing a personal likes/dislikes survey, students in the classroom will be partnered to share their information.
- Students brainstorm the different foods they have eaten and/or different cultural practices they have adopted into their own lives. For example:
 

<b>Food:</b>	<b>Cultural:</b>
Chinese (chow mein)	German Christmas tree
Ukrainian (varenkyky)	Sing Channuka songs
Italian (pasta)	Native moccasins
Arabic (tabouleh)	
Indian (curry)	
Jewish (Blintz)	
- Students invite a class studying a different language to share their culture with the class. After the discussion, students can do a journal entry or prepare a visual presentation on the event and what they learned.
- Students study where one can purchase and/or sample German foods and compare to other cultures (e.g., Crusty Bun, Gasthaus Gutenberger).
- Invite a guest speaker to talk to the class to give the students an opportunity to explore similarities between the Aboriginal and German cultures, or another culture. Students then create a Venn diagram.
- Students survey how foods from different cultures have been integrated into Canadian culture.
- Students are encouraged to attend multicultural concerts and celebrations, such as a Christmas around the world concert, either during or after school hours. They then report back to class about their experiences (e.g., *Christkindlmarkt*).

**Valuing Diversity***Students will be able to:***7.3.1** explore, compare, and reflect on the personal significance of diversity in Canada  
*(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore, compare, and reflect how diversity impact on him/her?
- explore, compare, and reflect on diversity in Canada?

 **Checklists**

Create checklists to determine students' developing skills in exploring diversity and in reflecting on its significance to them. Positive feedback and suggestions are provided to students.

 **Self-Assessment**

Review students' self-reflections to determine if their comments coincide with actual behaviours.

 **Conferences**

Conference with a pair of students to determine and discuss results of the Venn diagram that they created. Provide feedback and suggestions.

 **Response Journals/Reflection Logs**

Respond to students' dialogue journals to help them identify and clarify their understanding of diversity. Students record their reflections on its significance to themselves. Review these entries and provide positive feedback and support where needed.



*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Valuing Similarity**

*Students will be able to:*

**7.3.2** explore, compare, and reflect on common human needs and experiences of Canadians

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students, working in small groups, research places of worship (temple, church, synagogue, mosque, etc.).
- Students work in groups to create a collage demonstrating the needs of people in different cultures. They discover that human needs are all similar (e.g., love, food, shelter, clothing, laws, transportation, etc.).
- In small groups, students research the various cultural groups and organizations that exist in their community, their province, and in Canada.

**Valuing Similarity***Students will be able to:***7.3.2** explore, compare, and reflect on common human needs and experiences of Canadians (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore common human needs and experiences of Canadians?
- compare the needs and experiences of Canadians?
- reflect on common needs and experiences of Canadians?

 **Checklists**

Create checklists to determine students' developing skills in appreciating similarities and in reflecting on its significance to themselves. This data can be used for conferencing.

 **Anecdotal Records**

While observing students working in groups to complete tasks, note and record the comparisons students make between the needs and experiences of people in different cultures and the similarities students notice. Date and record the context of observations.

 **Response Journals/Reflection Logs**

Respond to students' dialogue journals to provide positive feedback and support in regards to their reflections on the activity and its significance to them.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Contributing to Community**

*Students will be able to:*

**7.3.3** develop skills that promote co-operation and mutual respect within the classroom and the school

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students participate in a character education program in the school.
- Students volunteer to help in the bilingual Kindergarten classroom or to serve as a school patrol or student secretary.
- Students are twinned with another class in the school outside the German program to work together on a common activity (e.g., create a holiday craft).
- After completing a personal likes/dislikes survey, students in the classroom are partnered to share their information.
- Invite students to brainstorm a list of positive feelings that they could share with:
  - parents
  - friends
  - classmates
  - teachers

Using these words and phrases, students design thank-you cards to express appreciation to others.
- The class decides on a community service project to undertake. Students create webs or checklists to determine the different people who could benefit from the project.

**Contributing to Community***Students will be able to:***7.3.3** develop skills that promote co-operation and mutual respect within the classroom and the school (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate skills that promote co-operation and mutual respect within the classroom and the school?
- participate in group debriefing?
- participate in self-reflection?
- identify personal behaviours that contribute to group success?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Dates and record the context of the observations.

 **Anecdotal Records**

Record examples of students' behaviours when helping others.

 **Self-Assessments**

Students complete self-assessment forms to self-report on their experiences when they helped others and the results. Alternatively, the whole class may assess how beneficial the class community service project was. Students may be asked to use key words and graphics to describe at least two ways each person or group of people benefited. Finally, students reflect on their personal contribution to the success of the community service project undertaken by the class.

 **Journals**

Students respond to prompts to write in their journals. Prompts include:

- *Heute habe ich \_\_\_\_ geholfen \_\_\_\_ zu \_\_\_\_.*
- *Dabei habe ich mich \_\_\_\_ gefühlt.*
- *Dadurch habe ich auch etwas über die Hilfsbereitschaft gelernt, nämlich \_\_\_\_.*

Engage students in written dialogue to give positive feedback and suggestions.

 **Conferencing**

Assessment may be conducted by conferencing briefly with individual students, noting the following:

- engagement in co-operative learning tasks
- interest in and enthusiasm for the task
- interest in classmates' contributions

 **Quick Checks**

Use a Quick Check to determine how students feel about the way they worked on a cooperative activity. Students show a “thumbs up” if their group worked well. They show a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick Checks may be used when time does not permit using an extended checklist

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Responsible Citizenship**

*Students will be able to:*

**7.4.1** recognize the positive and negative aspects of the consequences of their actions; demonstrate honesty and reliability in a variety of situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students create/write situational sketches. They rehearse these and present to the class or to other classes in the school. Examples include:
  - a) cheating on a test
  - b) choosing between family and friends
  - c) lying to a parent or teacher to avoid consequences
  - d) how to explain to a parent about putting a baseball through the car window
- Students, working in small groups, do a study of a German fable (e.g., *Till Eulenspiegel*), and discuss the actions of the characters and the results or impact that the actions have on others.
- Invite students to discuss the qualities of honesty and reliability in a variety of situations, and to share personal ideas and experiences. As students discuss these qualities, jot down words and phrases in German. Students create mini-posters to promote responsible behaviour using illustrations and sentences.

**Responsible Citizenship***Students will be able to:*

- 7.4.1** recognize the positive and negative aspects of the consequences of their actions; demonstrate honesty and reliability in a variety of situations (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize the positive and negative aspects of the consequences of his/her actions?
- demonstrate honesty and reliability in a variety of situations?
- show a willingness to accept responsibility for his/her actions?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Observe students as they engage in activities that demand decision-making and choices.

 **Self-Assessments**

Students complete self-assessments that indicate their ability to make decisions and their willingness to accept responsibility for their actions and behaviours.

 **Conferences**

Conference with students to reinforce positive behaviour and to provide feedback on students' abilities to make informed decisions. Check for discrepancies between student's self-assessments and the behaviours that are actually observed.

 **Work Samples**

Assess students' posters, looking for evidence that the information is:

- accurate and complete
- displayed in a logical way to enhance meaning
- written in correct German

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Interdependence**

*Students will be able to:*

- 7.4.2** examine the role of the individual in group activities; reflect on effectiveness of own contributions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students create and complete a self-evaluating checklist for use after working in a group (e.g., *Mein Beitrag ...*). Refer to 5.2.2 for examples in German.
  - I listened to the ideas of my group members.
  - I expressed my opinions politely.
  - I complimented others' ideas.
- Invite students to help decide on various group roles and the responsibilities of each role. As students brainstorm roles and responsibilities, write ideas onto a Roles and Responsibilities chart. Some roles may include recorder, explainer, encourager, summarizer, and timekeeper.

*Die Person ist verantwortlich fürs:*

- *Schreiben/Aufschreiben-Notieren*
- *Erklären*
- *Ermutigen*
- *Zusammenfassen*
- *auf die Zeit achten*

Discuss the various roles with students and how they can choose roles for different group tasks.

**Interdependence***Students will be able to:***7.4.2** examine the role of the individual in group activities; reflect on effectiveness of own contributions (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- work willingly in a group?
- accept and carry out the role assigned?
- have knowledge of various roles and responsibilities?
- reflect on his/her contributions to group activities?
- examine his/her role in group activities?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Record such information as date, students' names, roles, and comments about cooperative behaviour that was observed.

 **Self-Assessments/Self-Reflections**

Invite students to discuss and write reflections about what was done well and what could have been done better regarding the role they assumed in the group. They can refer to the Roles and Responsibilities chart developed when beginning the group work.

 **Conferencing**

Conference with students to provide feedback on their development in taking roles and sharing responsibilities as a cooperative group member.

**SAMPLE RESOURCES**

Book: *Die dicksten Freunde der Welt*



*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Intercultural Skills**

*Students will be able to:*

**7.4.3** accept differences in others' characteristics and abilities

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students write positive messages about each other on a pennant, lined paper, or card.
- Students choose names from a hat and write anonymous friendly letters or cards telling the person what strengths/personable traits they have recognized.
- Students create colourful posters showing the various ways they help their peers in class (e.g., read to your classmate; write for your classmates; help them spell words; help them organize their materials; treat classmates with respect, including all classmates in activities).
- Students work in heterogeneous groups to complete an assigned task.
- Students are paired with a younger student for buddy reading.
- Students serve as a mentor to assist a younger student in a computer activity.
- Students complete a story map of a text in which someone is at first not accepted but later gets accepted by a particular group. Students list barriers to and benefits of the acceptance of others.

**Intercultural Skills***Students will be able to:***7.4.3** accept differences in others' characteristics and abilities (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize the differing abilities and characteristics among his/her peers?
- accept differences in the abilities and characteristics among his/her peers?

 **Checklists**

Observe students in a variety of contexts over time to determine whether they recognize and accept differences in the abilities and characteristics of others. Review data using a checklist based on the Focus for Assessment criteria to note students' behaviours over time.

 **Anecdotal Records**

Observe and make anecdotal notes to record students' behaviours during a variety of activities that involve working with others to assess their acceptance of differences in the characteristics and abilities of others.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Future Opportunities**

*Students will be able to:*

**7.4.4** identify personal strengths and areas for further development; establish personal goals and action plans

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students engage in a weekly goal-setting exercise.
- Students visit a Grade 6 class and interview those students to find out what skills are necessary to be successful in Grade 6. Students then make a personal plan to set goals they will work on (e.g., over the summer).
- Provide frequent opportunities for students to reflect on key concepts and useful information they have learned and to set personal goals, particularly for oral communication. For example, students start each class by noting daily goals for:

*Meine Zielsetzung*

- *Heute werde ich mit \_\_\_ Personen auf Deutsch sprechen.*
- *Heute werde ich mich \_\_\_ Mal laut in der Klasse melden.*
- *Heute werde ich \_\_\_ neue Vokabeln oder Strukturen wenigstens fünf Mal gebrauchen.*

At the end of each class, students could review their goals and record the extent of their success.

- Students brainstorm a list of personal goals a Grade 5 student might have. Record, in German, the students' ideas onto chart paper. Working with a partner, students classify the list of goals as short-term and long-term goals. Students choose one short-term and one long-term goal and, on a goal-setting sheet, write up their goal and action plan. Students should reflect on what would happen if they didn't achieve their goals.
- Students choose a work sample to include in their portfolio. They attach a simple form indicating why they chose the work sample.

**Future Opportunities***Students will be able to:***7.4.4** identify personal strengths and areas for further development; establish personal goals and action plans *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify his/her individual strengths?
- identify areas for further development?
- establish personal goals and action plans?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date and note the context of all observations.

 **Self-Assessments**

Students reflect on their progress toward meeting their personal goals using simple sentence starters or forms.

 **Response Journals/Reflection Logs**

Using the monitoring sheet developed in class, students write one or two short sentences reflecting on their progress toward achieving their goal

 **Conferences**

Meet with students to discuss their progress towards the goals they set for themselves at the beginning of the year. Provide feedback, offering suggestions and encouragement.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Express Ideas**

*Students will be able to:*

- 1.1.1** use exploratory language to discover own interpretations; share personal responses

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look at a picture of a crime scene and, in their journals, write what they think has happened. They share their responses with a partner.
- After students read a book or article, they share ideas about the story and illustrations and invite other students' responses.
- Students compare and contrast similarities and differences.
- In small groups, students dramatize a dialogue they have written and rehearsed.
- Students write a critique of a play or presentation they have attended in the form of a review for a newspaper. They share their responses with a partner or group.
- After reading a short story or news article in German, students write a short critique using a template developed in class.
- Students poll one another about their opinions on a topic or theme. Results may be graphed or summarized in written form.
- Students dialogue with peers via journal entries on topics of interest or concern. Interactions may include raising questions about an entry, expressing enjoyment, expressing empathy, sharing similar experiences, or asking for clarification.
- Students participate in an Inside/Outside Circle activity. Invite students to form two circles, one circle inside the other circle. When the music starts, students in the circles turn to face one another. Then, students in each circle walk in opposite directions. When the music stops, pose a question or a topic for students to discuss and share information. Students share information in German before the music starts again. Some topics may include favourite sports, subjects in school, after-school activities, favourite holidays, etc.

**Express Ideas***Students will be able to:*

- 1.1.1** use exploratory language to discover own interpretations; share personal responses (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student:

- demonstrate willingness to share personal responses?
- make connections and predictions based on personal experiences?
- reflect upon personal experiences and interpret information and experiences?

**Checklists for Group Processes**

When students are engaged in activities in which they exchange or share information or experiences, base observations on student discussion behaviour on criteria that are familiar to the students, such as:

- *beteiligt sich aktiv*
- *gibt Beispiele aus persönlicher Erfahrung*
- *stellt Fragen, um die Erfahrungen anderer zu hören*
- *lässt andere an die Reihe kommen*
- *spricht fehlerfrei*
- *spricht ohne viel zu zögern*
- *hält das Gespräch in Gang*
- *ist bereit, sprachlich Neues zu probieren*

**Anecdotal Records**

Observe students in a variety of settings as they engage in communication to share personal responses, and note the context in which they appear to feel most comfortable with sharing. Select individual students to observe as they work. Students should be aware of the criteria upon which they are being assessed.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Consider Others' Ideas**

*Students will be able to:*

**1.1.2** select from others' ideas and observations to develop thinking and understanding

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Working with a partner, students explain what they see happening in a picture or story starter.
- Students sequence the text or illustrations from a story or from a dialogue under study.
- Students take notes of peers' reports and they add to their own.
- Students keep a journal in which they summarize what they have learned either through their own study or from other students.
- Students conduct a survey of their classmates to find out how many support and how many are against the new bicycle helmet bylaw.
- Upon completion of a study comparing education in Canada and another country, students summarize information by completing a relationship frame.

Das Schulsystem	
Name: _____ Datum: _____	
Das Schulsystem in Kanada	Das Schulsystem in Deutschland
Eine Zusammenfassung	

- Invite students in small groups to exchange ideas for fun things to do on a Saturday afternoon. Then have them prepare dialogues with a partner in which they plan activities together, exchanging opinions and giving reasons for their choices.
- Students work in small groups or pairs to discuss their impressions of a class outing using pre-established criteria and familiar vocabulary. After the discussion, one representative from each group summarizes the group's three most memorable experiences to the whole class.

**Consider Others' Ideas**

*Students will be able to:*

**1.1.2** select from others' ideas and observations to develop thinking and understanding  
*(continued)*

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

- demonstrate willingness to listen to others' viewpoints?
- make connections and comparisons between personal responses and the responses of others?
- choose selectively from others' responses and ideas?
- remain on topic?
- demonstrate increasing flexibility and ability to see other points of view?
- integrate past knowledge and experience with new viewpoints?
- demonstrate metacognitive awareness?
- check others' views for accuracy?

**Checklists**

Use criteria familiar to the student. Date observations and note progress over time. A sample could include the following:

Schülername	hört anderen zu	stellt Fragen	spricht freiwillig Deutsch	bleibt am Thema

**Anecdotal Records**

Observe students in a variety of contexts as they seek out others' viewpoints. Make brief notes to record observations, and later transfer these (on self-stick labels for example) to the students' files. The date and context of the observations are included.

Sample Anecdotal Record		
	Contributed Ideas	Maintains Topic
Andrea	x x x x	x x x x
Stefan	x x x	x x
Peter	x x x x x x	x x x x x x
Monika	x	x

**Response Journals/Reflection Logs**

Students record their ideas before a discussion about a news item and their views after the discussion.

**Conferencing**

Conference with students in a variety of contexts. Ask students if they actively seek others' viewpoints to build on in developing their understanding and personal responses.



*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Experiment with Language**

*Students will be able to:*

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After reading a book of their own choice, students choose an effective way to share the book. They can:
  - make a soap sculpture of the main character.
  - create a mobile, illustrating five major events.
  - write a letter to a friend, describing opinions and feelings about the book and whether or not the friend should read the book.
  - make a movie poster, sharing information about the book.
- Provide students with a range of RAFTS to choose from.
- Students make a coat of arms about themselves.
- Students rewrite the end of a story.
- Students write a letter to the author, making suggestions or simply write a personal response to the novel.
- Students write a character description in the form of a “Most Wanted” poster for the main characters from a book or story read in class.
- Students keep samples of their work in their personal portfolios that reflect their use of forms of writing and their understanding of content.
- After reading a story in German, students pantomime feelings or dramatize their favorite part of a story. This may be presented as a Reader’s Theatre piece.
- Students write concrete poems using new vocabulary learned in class.
- During a field trip, use a digital camera to take pictures that students later use to prepare a photo essay. Working in small groups, students arrange the photographs and write captions to accompany each photo. They may also include a short, written summary of the field trip.

**Experiment with Language***Students will be able to:*

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use a variety of forms?
- use forms correctly?
- demonstrate willingness to experiment with language and forms?
- demonstrate effective use of language in authentic compositions?

 **Checklists or Rubrics**

Use checklists to guide students through a process of experimentation with language or to specify criteria for a specific form. When students make presentations they have practised, such as a Reader's Theatre presentation, criteria may focus more on fluency and accuracy. Criteria may include:

- presentation is fluent
- pronunciation and intonation are appropriate and support communication
- message is comprehensible
- gestures and voices are appropriate and support communication
- grammar is correct
- student appears to enjoy experimenting with this form

 **Anecdotal Records**

Observe students' range of activities, risk-taking behaviours, and growth of skills as they work with others and experiment with new forms of self-expression. Record observations, including the context and date.

 **Conferences**

Have students discuss their experiences with a variety of new forms of self-expression. Encourage students to identify their strengths and target areas for improvement. Have them identify new forms with which they would like to experiment.

 **Work Samples**

Work samples provide evidence of students' experimentation with a variety of forms.

 **Self-Assessments**

Students keep track of forms they produce over the year.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Express Preferences**

*Students will be able to:*

- 1.1.4** assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- In groups, students meet biweekly for a book/story talk. They share their opinions about what they have been reading at school or home (e.g., picture books, magazines, novels, information books).
- Students read the book and view the movie of the same story. They make a Venn diagram to show the similarities and differences between the book and movie. They discuss which version they preferred.
- Discuss the quality of the source of information (e.g., newspaper, Internet, books).
- Students look at different forms of advertisements (e.g., newspaper, television commercials, magazines, billboards). Students then express their preference and then make one of their own.
- In small groups, students participate in a book talk and express why they prefer a certain author or genre.
- Students write a book review using predetermined guidelines.

#### Buchbericht

1. Was ist der Titel des Buches und wie heißt der Autor?
2. Wie heißen die Hauptpersonen?
3. Erzähle über den Schauplatz der Geschichte (Zeit und Platz).
4. Welche Buchart ist es? (Detektivroman, Sportroman, Abenteuer, Fantasieroman, Science Fiction).
5. Erzähle etwas Lustiges, Schreckhaftes oder Spannendes, das in der Geschichte passiert ist.
6. Was gefällt dir, oder was gefällt dir nicht an dieser Geschichte?
7. Wo kann man sich dieses Buch ausleihen?
8. Bewerte diese Geschichte von 1 bis 5 (beste) und gib einen Grund für deine Bewertung.
9. Wem würde dieses Buch gefallen und warum?

- Students interview one another about favourite oral, literary, and media texts.

**Express Preferences***Students will be able to:*

- 1.1.4** assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize and select preferred forms?
- collect and organize favourite forms?
- identify strengths in their own work?
- identify areas for improvement?
- express preferences clearly?
- demonstrate willingness to share preferences?

**Checklists**

Develop a checklist based on the Focus for Assessment criteria. Note students' development of their ability to share responses to favourite forms of texts.

**Anecdotal Records**

Record students' successes or problems with various text forms. Observe students as they discuss in German their personal collections of oral, literary, and media texts. Note if students can identify their strengths and areas that need improvement. Focus on students' willingness to participate and to use guidelines to analyze forms of texts.

**Conferences**

Discuss students' literary journal records and their preferences for a particular form of text. Record the student-produced commercial for their favourite German book or story. View the recordings with students to assess their abilities to give reasons for selecting a favourite text and to share willingly and confidently.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Express Preferences**

*Students will be able to:*

**1.1.4** assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students share with their classmates their favourite compositions. Classmates provide feedback in either oral or written form.
- After viewing a short television program from Germany, students write a review using predetermined guidelines.

**Fernseh oder Filmbericht**

1. Wie heißt der Film oder das Fernsehprogramm?
2. Wer sind die Hauptpersonen?
3. Welche Art Film oder Programm ist es? (Detektiv, Abenteuer, Science Fiction ...)
4. Erzähle etwas Lustiges, Schreckhaftes oder Spannendes, das in dem Programm oder Film vorkommt.
5. Was hat dir gefallen, oder nicht gefallen?
6. Auf welchem Kanal, an welchem Tag und zu welcher Uhrzeit, oder wo kann man dieses Programm oder diesen Film sehen?
7. Bewerte diese Geschichte von 1 bis 5 und gib einen Grund für deine Bewertung.
8. Wem würde dieses Programm oder dieser Film gefallen? Warum?

- Students choose favourite German books from the library and create advertisements for them using illustrations, words, and short phrases that are posted on the bulletin board in the library. Students use vocabulary lists from the classroom developed during a brainstorming activity to assist them in creating advertisements. The advertisements can also be designed in the form of TV commercials and recorded.
- The class sets up a class binder for mini-reviews of German books, stories, folk tales, and videos. Each student is required to contribute a specified number of reviews during each assessment period. Provide forms for each type of review, based on predetermined guidelines.

**Express Preferences***Students will be able to:*

- 1.1.4** assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES
 **Self-Assessment**

Have students review and reflect on their personal literacy records and their peer conferencing records. Help students note and talk about how they shared a variety of texts. This could be a monthly review. A self-reflection sheet similar to the following could be used.

<p>Name: _____ Datum: _____</p> <ol style="list-style-type: none"> <li>1. Diesen Monat habe ich _____ Bücher, _____ Zeitschriften, und _____ Texte auf dem Computer gelesen.</li> <li>2. Diesen Monat habe ich _____ Geschichten angehört.</li> <li>3. Der Text, der mir am meisten gefallen hat war _____.</li> <li>4. Diesen Monat habe ich meinen Freunden _____ verschiedene Texte empfohlen.</li> <li>5. Ich habe meine Freunden diese Texte empfohlen weil _____ _____.</li> </ol>
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 **Portfolios**

Students choose a favourite piece of text and record responses for the choice. This is an ongoing assessment tool.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Express Preferences**

*Students will be able to:*

- 1.1.4** assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After reading a book or story, students share it with and gather reactions from peers.

<b>Meine Lieblingstexte</b>			
Name _____		Datum _____	
Titel	Textart	Partner/in	Wie mein Partner Den Text findet

GRADE

6

Specific  
Outcome

**Express Preferences**

*Students will be able to:*

**1.1.4** assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**



*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Set Goals**

*Students will be able to:*

- 1.1.5** assess personal language use, and set personal goals to enhance language learning and use

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students ask questions about their own writing to set new writing goals. For example:
  - *Habe ich meine Information in Absätzen gegliedert?*
  - *Sind alle Geschehen in der Geschichte in einer logischen Reihenfolge?*
- Students use the notes in their reading logs to help them choose new books to read.
- Students set goals for reading time:
  - *Ich werde jeden Tag ein Buch lesen.*
  - *Ich werde jedes Buch, das ich gelesen habe, auflisten.*
- During report card reporting time, students set personal goals for language learning
- Students keep a collection of their work in German in a personal portfolio. They periodically review evaluated assignments and, based on the comments, describe two strengths of the work and set improvement goals for the next assignment.
- Students review their reading records at regular intervals and complete information slips to tell what they have accomplished and to set goals for the future.

<b>Monat</b> _____
Name _____
<ol style="list-style-type: none"> <li>1. Diesen Monat habe ich _____ Bücher gelesen.</li> <li>2. Diesen Monat habe ich _____ Bücher meinen Klassenkameraden empfohlen.</li> <li>3. Nächsten Monat werde ich _____ Bücher lesen.</li> <li>4. Mein Lieblingsbuch diesen Monat war _____, weil _____.</li> </ol>
Lehrerkommentare:

**Set Goals**

*Students will be able to:*

- 1.1.5** assess personal language use, and set personal goals to enhance language learning and use (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify personal strengths and areas for improvement in language use?
- set criteria to assess language skills and strategies?
- identify appropriate goals for enhancing his/her facility with language?
- use appropriate terminology when discussing language learning and setting goals for improvement?
- demonstrate willingness to monitor personal language learning?

 **Anecdotal Records**

Anecdotal record provides information regarding a student's German language development over time.

 **Self-Assessments**

Allow students time to self-assess their progress towards achieving their German language-learning goals. Students use a self-assessment form that is generated in class or one that is provided by the teacher (see Appendix E for examples). Check German BLMs for samples of self-assessment instruments. (See *German Language Arts Kindergarten to Senior 4: A Teacher's Resource of Templates and Blackline Masters*.)

 **Conferences**

Students conference with the teacher, other adults, and peers to help set realistic goals. Provide time on a regular basis for reflecting on language learning and goal-setting. During the teacher-student conference, initiate a contract with the student that focuses on specific areas of enhancement. Alternatively, conduct a language learner interview to determine how students view themselves as learners. Students may be asked to:

- describe language learning strategies
- tell why and how the strategies helped them
- tell why they use the various strategies
- describe what they can do well
- describe areas they would like to improve on

 **Work Samples**

Collect work samples of self-reflections and responses that provide evidence of goal-setting.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Develop Understanding**

*Students will be able to:*

- 1.2.1** use prior knowledge and experiences selectively to make sense of new information in a variety of contexts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After learning about German school systems, students compare and contrast with their own, and express preferences.
- Students use a story frame to represent the key elements of a German folk tale they are reading. They take part in a class discussion of the story.

<b>Schauplatz</b> Europa, lange her	<b>Hauptfiguren</b> Aschenputtel, Stiefmutter, Prinz	<b>Konflikt</b> Aschenputtel muss den Haushalt für ihre böse Stiefmutter führen.	<b>Lösung</b> Aschenputtel heiratet den Prinz.
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**Hauptgeschehen**

1. Aschenputtels Mutter stirbt.
2. Die Stiefmutter misshandelt Aschenputtel.
3. Aschenputtel pflanzt einen Haselnussbaum auf Mutters Grab und wässert ihn mit Tränen.
4. Aschenputtel darf nicht zur königlichen Feier mitgehen. Sie muss Linsen aus der Asche sammeln.
5. Die Tauben im Haselnussbaum helfen ihr beim Linsensammeln und geben ihr ein herrliches Kleid aus Gold und Silber.
6. Drei Abende geht sie zur Feier, tanzt mit dem Prinz und verschwindet.
7. Der Prinz findet ihren goldenen Pantoffel. Weil er Aschenputtel passt, heiratet er sie.

- In small groups, students brainstorm and record what they know about sharks on a KWL (WML) chart. They read a short informational article and, upon completion, add new information to the chart.
- Before students read, view, or listen to a text, they write on an “admit slip” what expectations they have for the text. At the end of this work, students fill in an “exit slip,” summarizing the connections they made between prior knowledge and experience.

**Develop Understanding***Students will be able to:*

- 1.2.1** use prior knowledge and experiences selectively to make sense of new information in a variety of contexts (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- make connections between prior knowledge and experiences and new understandings?
- discuss the importance of accessing prior knowledge and revising understanding based on new information?

 **Conferencing**

Discuss with students the importance of reflecting on prior knowledge and experiences when faced with new learning experiences. Students should be encouraged to reflect on and articulate why new learning experiences are important to them (What's in it for me?).

 **Work Samples**

Work samples such as KWL (WML) charts, mind maps, webs, story frames, and admit/exit slips provide evidence of students' skills in using prior knowledge and experiences in learning new information.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Explain Options**

*Students will be able to:*

**1.2.2** explain and support personal viewpoints; revise previous understanding

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students debate current issues (environment, politics, ethics).
- After viewing a news clip or reading a newspaper or magazine article written in German about a current issue, students compare the new information to what they have learned in class.
- Students participate in a “mini-controversies” activity in German. Invite students to choose a topic that presents a controversy or particular point of view. Some examples are: “Would you rather go to a hockey game or to a movie?”; “Would you rather live in Winnipeg or Vancouver?” In groups, students decide which side they will choose and then prepare at least three supporting arguments. Their arguments are then shared with the rest of the class.
- Students edit and revise their own notes on a topic.
- Students, working in small groups, share their impressions of recent classroom activities and/or field trips by preparing a survey and administering it to classmates. The results of the survey are tallied and a short summary prepared.

**Explain Options***Students will be able to:*

- 1.2.2** explain and support personal viewpoints; revise previous understanding  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explain viewpoints clearly and meaningfully?
- express views on new concepts?
- explain and support personal viewpoints using his/her own words?
- integrate information and revise personal understandings?
- represent understanding in a variety of ways?

 **Checklists**

Develop checklists following the Focus for Assessment criteria. Focus observations on the students' skills in using their personal perceptions and ideas to inform their understanding of new concepts. Note their progress over time in expressing their views on new concepts, in supporting their opinions, and in their willingness to change their perceptions and ideas in light of new evidence.

 **Conferences**

Conference with students in order to have them explain new concepts and why these concepts are important to them. Use this opportunity to have students explain their personal viewpoints and opinions on a topic.

 **Work Samples**

Collect samples of character sketches and picture collages as evidence of students' abilities.

General Outcome

1

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

1.2 Clarify and Extend

GRADE

6

Specific Outcome

**Combine Ideas**

*Students will be able to:*

**1.2.3** search for ways to reorganize ideas and information to extend understanding

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Use Venn diagrams to present information or comparisons on any topic.
- Students reorganize information from oral, literary, media texts, or current events using a relationship frame or other form of story map. For example, in a story, students could complete a relationship frame that illustrates the changes in the main character as the story progresses.
- After students complete a novel study or theme study, they express their understanding in the form of a mind map.
- Different groups of students work with the same piece of oral, literary, or media text, but organize it using various frames or graphic organizers. They share their work and discuss which organizer best helped to clarify understanding (e.g., Venn diagram, charts, lists, webs, cycles, flow charts, trees, etc.).

**Combine Ideas***Students will be able to:*

- 1.2.3** search for ways to reorganize ideas and information to extend understanding  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify different ways to organize ideas and information?
- select a different form to organize ideas and information?
- reorganize ideas and information using a selected form?
- select appropriate forms related to content, purpose, and audience?

 **Anecdotal Records**

Observe students in a variety of contexts to determine whether they are able to organize ideas and information in ways that clarify and shape understanding. Place brief observations to the students' files using self-stick notes.

 **Response Journals/Reflection Logs**

Students reflect on what helps them organize ideas and information, and record these self-reflections in logs or journals. They may draw their favourite organizational frames and tell how these help them to organize ideas for writing or speaking.

 **Conferences**

Have students describe their preferred ways to organize ideas and information. Students show ways to organize in order to clarify understanding. Encourage students to identify challenges they face and target areas to improve.

 **Portfolios**

Students select work samples that demonstrate different ways they practised arranging ideas and information. Students may include reasons for choosing each work sample.

 **Work Samples**

Work samples indicating different types of organizers and changes in organizational aspects show students' flexibility with organizational techniques. With students, develop criteria or rubrics for assessment purposes.



*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**Extend Understanding**

*Students will be able to:*

**1.2.4** ask a variety of questions to clarify information and develop new understanding

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After viewing a news clip or reading a newspaper or magazine article about a current issue in Germany, a student compares the new information to what has been learned in class.
- While discussing food, clothing, etc., about German students, go “shopping” on the Internet for basic needs.
- Students use the 6 Ws to create questions on a specific topic. They then find answers to the questions.
- After reading a story, students would develop questions to assist other students in their understanding of the story.
- Students use a story grid to map a story that they have heard, read, or viewed.

Name _____ Datum _____			
Titel _____			
	1. Szene	2. Szene	3. Szene
<b>Charakter</b> Wer?			
<b>Schauplatz</b> Wann?			
Wo?			
Was?			
Entstehender Konflikt			
Plan/ Strategie			
Resultat			
Endung			

**Extend Understanding***Students will be able to:*

- 1.2.4** ask a variety of questions to clarify information and develop new understanding  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- appraise ideas for clarity
- demonstrate willingness and ability to ask extending questions?
- demonstrate willingness and ability to ask clarifying questions?
- select from others' ideas and information to extend personal knowledge about self and the world?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date and record the context for all observations.

 **Anecdotal Records**

Observe group work to note students' skills in asking questions, clarifying and extending understanding, and selecting ideas appropriately.

 **Self-Assessments**

Students complete a self-assessment of how confident and competent they feel at generating and asking questions in order to gather information.

 **Conferences**

Conference with students to encourage them to identify their strengths in appraising ideas and in their questioning skills.

 **Rating Scales**

When observing the students participate in activities such as the television interview, look for evidence that:

- interactions are taking place in German
- students are asking appropriate, relevant questions
- students are asking clarifying and extending questions
- strategies are being used to negotiate meaning and sustain interactions (e.g., repeating, rephrasing)
- students are using the structures and vocabulary they have practised
- students use appropriate intonation or emphases

General Outcome

1

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

1.2 Clarify and Extend

GRADE

6

Specific Outcome

**Extend Understanding**

*Students will be able to:*

**1.2.4** ask a variety of questions to clarify information and develop new understanding  
*(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students decide on a vacation destination by looking through vacation brochures, asking questions of a travel agent, and interviewing others about the places they have travelled. They follow up by drawing and labelling a travel poster of their vacation destination.
- After studying about a Canadian Prime Minister (John A. MacDonald, Wilfrid Laurier), students, working in small groups, prepare open-ended interview questions and responses and practise a television interview that they present in class.
- With students, generate interview questions on topics or themes being studied in class. Students use the questions for interviewing other students, teachers, family members, or other German-speaking people in the community. Students record their interviews for presentation in class.

**Extend Understanding**

*Students will be able to:*

**1.2.4** ask a variety of questions to clarify information and develop new understanding  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Prior Knowledge**

*Students will be able to:*

- 2.1.1** make and record connections between personal experiences, prior knowledge, and a variety of texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After reading several fairy tales, students discuss how myths portray good and evil, and human frailties such as vanity, greed, and jealousy.
- Before reading a book, students complete the first two columns of a KWL (WML) chart. After reading, students complete the third column to show the new ideas and information that they have learned.

<b>Thema:</b>		
<b>W</b> Was weiß ich über Raumfahrt?	<b>M</b> Was möchte ich darüber wissen?	<b>L</b> Was habe ich über die Raumfahrt gelernt?
! ! !	! ! !	! ! !

- Students decide that developing a timeline that summarizes significant events in their lives would be a helpful way to prepare for writing an autobiography.

**Mein Leben**

!	!	!	!
geboren	2003 bin nach Winnipeg umgezogen	2005 Spielschule angefangen; lernte neue Kinder kennen	2006 erste Klasse

- Students look at the title and illustrations of a text, and then quickly write or sketch predictions and connections that are reviewed after the text is read.

**Prior Knowledge***Students will be able to:*

- 2.1.1** make and record connections between personal experiences, prior knowledge, and a variety of texts (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student:

- demonstrate willingness to contribute prior knowledge on the topic?
- seek connections among previous experiences, prior knowledge, and a variety of texts?
- seek connections with a text (character, plot, setting)?
- express the connection so it makes sense to others?
- build on own and others' connections?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria to assess students' skills in making connections among prior knowledge, personal experiences, and a variety of texts. Progress over time should be noted.

 **Anecdotal Records**

Keep a record of students' skills and strategies in contributing prior knowledge to classroom discussions.

 **Response Journals/Reflection Logs**

Review student logs to determine whether they articulate and build upon prior experiences or knowledge.

 **Conferences**

Conference with students to determine whether they can describe and build upon connections among personal experiences, prior knowledge, and a variety of texts.

 **Work Samples**

Collect samples of students' work to observe links among prior knowledge, personal experiences, and texts (e.g., prediction charts, log entries, title pages, and KWL (WML) charts).

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Comprehension Strategies**

*Students will be able to:*

**2.1.2** use comprehension strategies appropriate to the type of text and purpose

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- While in a literature circle, students predict what is going to happen in the next chapter of a novel.
- Students preview questions about a selected text. While reading this text, they highlight the answer and indicate the question number in the margin.
- Invite students to predict what is going to happen in an upcoming selection of text by presenting open-ended questions such as the following:  
*Und was passiert jetzt?*  
*Was werden sie machen?*
- Students complete the last column of a KWL (WML) chart on a topic taught in German. They discuss what they have learned about the topic and how previous ideas have changed as a result of their study.
- Students, working in small groups, use story maps to record key story elements as they read a story (e.g., characters, plot, setting, problem, and solution). Story maps can be used to help students make and confirm predictions.
- While listening to a story or viewing a video, students are asked to sketch their thoughts about the story. Students are invited to discuss their sketches with a partner, and add or delete ideas from their sketches after their sharing session.

**Comprehension Strategies***Students will be able to:*

- 2.1.2** use comprehension strategies appropriate to the type of text and purpose  
(continued)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- define the purpose for engaging with various types of oral, literary, and media texts?
- select and apply appropriate comprehension strategies, depending on the type of text, and the purpose for reading, listening to, or viewing it (e.g., ask questions, establish rate of reading, listen, and view actively)?
- outline key concepts or information in text?
- summarize key concept or information in text?
- remember key concepts or information in text?
- respond personally to key concepts or information in text?

**Checklists**

**Comprehension Checklist—Grade 6**

Name \_\_\_\_\_ Date \_\_\_\_\_

Text \_\_\_\_\_

The student uses the following comprehension strategies:

- makes viable predictions
- sets a purpose for reading, viewing, or listening
- asks appropriate questions
- infers meaning
- confirms predictions
- rejects incorrect predictions
- makes logical conclusions
- self-monitors understanding
- self-corrects using fix-up strategies



*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Comprehension Strategies**

*Students will be able to:*

- 2.1.2** use comprehension strategies appropriate to the type of text and purpose  
*(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After students have read a text, they practise retelling it in pairs. Then, while one partner retells the story or the information, the second completes a retelling checklist.

*Informationstexte*

- *Du hast das Thema genannt.*
- *Du hast \_\_\_\_ Hauptideen aufgelistet.*
- *Du hast für jede Hauptidee eine wichtige Einzelheit erzählt.*
- *Du hast gesagt, warum die Information wichtig ist.*

*Fiktive Texte*

- *Du hast die Hauptpersonen erwähnt.*
- *Du hast den Schauplatz erwähnt.*
- *Du hast den Konflikt erklärt.*
- *Du hast die Hauptgeschehen aufgelistet.*
- *Du hast alles in logischer Reihenfolge erzählt.*
- *Du hast die Lösung und das Ende erwähnt.*

**Comprehension Strategies***Students will be able to:*

- 2.1.2** use comprehension strategies appropriate to the type of text and purpose  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES **Anecdotal Records****Miscue Analysis**

Record students' miscues as they read orally. Analyze miscues to note how effectively they use the cueing system.

**Running Records of Text Reading\***

Record students' oral reading behaviours as they read text.

 **Student Self-Assessments**

Students use checklists, rating scales, or inventories to reflect on their use of comprehension strategies.

 **Conferences**

Conference with students to discuss their repertoire of comprehension strategies. Use Think Aloud for assessing reading comprehension during a conference session. Students read part of a selection and tell what they are thinking and what they are doing to make meaning of the selection.

 **Rating Scales**

Observe students as they participate in literature circles, retelling activities, etc., and make note of the extent to which they:

- summarize or paraphrase the main components of narrative text and an informational text
- explain, describe, or tell about a particular part (e.g., recite, illustrate, or identify many of the details)

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Textual Cues**

*Students will be able to:*

**2.1.3** use textual cues to construct and confirm meaning

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- When reading a class novel, students read and discuss new vocabulary words from a list or overhead transparency.
- Students use the headlines and sidebar summaries of online newspaper and magazine articles to decide whether the articles are of interest or relevant.
- Students access a website to find more information and to explain how its layout and design help them to understand its content.
- Invite students to brainstorm strategies to read and understand the meaning of new words. These strategies are posted in the classroom for student reference.
  - Look at the parts of the word to see whether they give me clues to the meaning.
  - Skip the word and read on to get a sense of what it may mean from the whole sentence, and then reread the sentence.
  - Break the word into syllables and sound it out.
  - Sometimes new words look like other words we already know.
- Students complete a word map to illustrate key concepts found in text.
- Students receive copies of an informational text and use different colours to highlight or underline main points and supporting details. They reflect on the helpfulness of headings for the construction of meaning. Students then transfer the main points and details into a note-taking outline frame.

**Textual Cues***Students will be able to:***2.1.3** use textual cues to construct and confirm meaning (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use textual cues to construct meaning in oral, literary, and media texts?
- recognize main idea?
- recognize supporting details?
- recognize sequence of events?
- use book parts and textual organization to construct meaning (table of content, chapter headings, glossary, index)?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Note students' ability to construct and confirm meaning from text.

 **Conferences**

Conference with students as they preview a text. Can they locate the table of contents and glossary? Can they use these tools to locate a particular piece of information within the text?

 **Work Samples**

Examine word maps or note-taking outlines to determine whether students are effectively using textual cues.

 **Paper and Pencil Tests**

Students are given a passage to read from a familiar text and asked to identify the main idea and supporting details.

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Cueing Systems**

*Students will be able to:*

**2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- If unsure about the right choice of word, students use the dictionary to check the meaning of words suggested by a spell checker in a word processing program.
- When students encounter unfamiliar words in a subject-area text, they use the glossary or a dictionary to confirm meanings.
- When given a list of words in random order, students unscramble them to create grammatically correct sentences. To do so, they pay particular attention to:
  - a) Sound relationship to the symbol (letter)
  - b) Sounds of the word (combination of letters)
  - c) Change verb ending—noun—adjective agreement
  - d) Definition of a particular word; most commonly used definition (pieces of the word that brings meaning to the word)
- Students use their knowledge of word order and the meanings of new vocabulary to complete a Cloze passage.
- Students re-read familiar texts to a number of younger students in the school. They can also create taped read-alongs to accompany texts.
- Students play a game of *Hangman* in which they have to guess the letter(s) in the word(s) or the word(s) in a sentence(s) that have been omitted.

**Cueing Systems**

**Syntactic Cues:** Word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.

**Semantic Cues:** Meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections among words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.

**Graphophonic Cues:** Refer to sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.

**Pragmatic Cues:** Refer to the social and cultural context, purpose, and use of language. These factors affect how the individual constructs meaning.

**Cueing Systems***Students will be able to:*

- 2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use reading strategies and cues flexibly?
- read fluently (silently and orally) in materials at grade level?
- use semantic cues and strategies for deriving word meaning, multiple meaning, sentence meaning, and passage meaning?
- use graphophonic cues and structural analysis to identify root words, suffixes, and prefixes?
- use syntactic cues such as word order and sentence structure to construct and confirm meaning?
- use a dictionary to determine word meaning in context?

 **Checklists**

Develop a checklist using the Focus for Assessment data. Date all observations and note the context of the observations.

 **Anecdotal Records****Miscue Analysis**

Record the students' miscues as students read orally. Analyze miscues to note how effectively students use the cueing system.

**Running Records of Text Reading**

Record students' oral reading behaviours as they read text.

 **Self-Reflections**

Students need to be aware of the strategies they use to construct and confirm meaning.

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Cueing Systems**

*Students will be able to:*

- 2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context  
(continued)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students create word pyramids to identify compounds, prefixes, suffixes.

*Weiß  
Wissen  
Wissenschaft  
Naturwissenschaft  
Naturwissenschaftslehrer  
Naturwissenschaftslehrerkonferenz*

*Kommen  
Herkommen  
Herkunft*

*Kommen  
Unterkommen  
Unterkunft  
Unterkunftssuche*

**Cueing Systems**

**Syntactic Cues:** Word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.

**Semantic Cues:** Meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.

**Graphophonic Cues:** Refer to sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.

**Pragmatic Cues:** Refer to the social and cultural context, purpose, and use of language. These factors affect how the individual constructs meaning.

**Cueing Systems**

*Students will be able to:*

- 2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context  
*(continued)*

**SAMPLE ASSESSMENT STRATEGIES** **Paper and Pencil Tests (Clozes)**

The Cloze procedures may also be used to assess students' comprehension skills before and after listening, reading, or viewing a text. Construct their own assessment instruments using classroom reading materials.

 **Performance Assessments**

Observe students engaged in authentic reading tasks. They may actively participate in dramatic readings, oral presentations, conferences, interviews, and Think-Alouds.



*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Experience Various Texts**

*Students will be able to:*

- 2.2.1** seek opportunities to experience texts from a variety of genres and cultural traditions; explain preferences for particular types of oral, literary, and media texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

Ensure modelling of the language necessary for discussion by holding class discussions and posting useful phrases and questions for students to access when they are conducting partner interviews, discussions, or writing in their logs.

- After reading a variety of Greek myths or German fairy tales, groups of students dramatize individual myths to present to the class or to other grades.
- Students listen to an oral reading of a poem and then create a sketch of the image communicated by the poem's words.
- After listening to an oral presentation about a current event of local interest, students state an opinion and support it with ideas or evidence.
- Students create a pamphlet or brochure to recommend a particular book or author. They give reasons for their recommendation.
- Students discuss various works by German illustrators (e.g., After reading a book, a student says, "I really like Character X. Did the author write any other books/stories about him/her?" Reply, "Yes, you may want to try Book Y.").
- Using a book review guideline/outline, students describe the setting, characters, and the plot of the text read.
- Students keep reading logs on which they record the number, titles, authors, and genre of texts that they are reading.
- Invite students to look at excerpts from German comic books and identify phrases or expressions that are useful for creating their own short comic strips modelled on those they have read. Students discuss the illustrations in a variety of stories they have read throughout the year.
- Students write a short book review using pre-established guidelines or a prepared outline.
- Students examine the lyrics of a contemporary song in German. They are asked to find familiar words in order to predict the song's content or theme. Students, in groups, could create movement sequences to accompany the song, mime the meaning as the song plays, or lip-sync with it.
- Students record themselves as they talk about, read, or dramatize their favourite part of a text.

**Experience Various Texts***Students will be able to:*

- 2.2.1** seek opportunities to experience texts from a variety of genres and cultural traditions; explain preferences for particular types of oral, literary, and media texts (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- seek out and explore a variety of oral, literary and media texts?
- explore a variety of genres, forms, and cultural traditions?
- share responses to a variety of forms, genres, and cultural traditions?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Note students' willingness to explore a variety of texts and share responses. All observations are dated and the context of observations noted.

 **Conferences**

Conference with students and discuss preferences for particular types of text. Encourage students to explore texts from less familiar cultural traditions, forms, and genres. With students, view the recordings of their literary presentations. They may also be shared with parents.

 **Reading Logs/Graphs**

Students may use a log to track personal reading. The reading log encourages students to explore a variety of texts by listing the variety of forms and genres. Provide a graphic template on the computer.

 **Literary Journals**

Give students a series of questions about their text choice that they respond to.

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Experience Various Texts**

*Students will be able to:*

- 2.2.1** seek opportunities to experience texts from a variety of genres and cultural traditions; explain preferences for particular types of oral, literary, and media texts *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Using a pre-established reading interview form, students conduct partner interviews to find out about likes, dislikes, and reading preferences.

**Leseinterview**

Name: \_\_\_\_\_

Partner: \_\_\_\_\_

**Stelle deinem Partner die folgenden Fragen und notiere die Antworten.**

- Wie oft liest du Bücher? \_\_\_\_\_
- Ist es dir egal wie lang das Buch ist? Ergänze.  
\_\_\_\_\_
- Hast du einen Lieblingsautor? Wenn ja, wer und warum?  
\_\_\_\_\_
- Welche Buchart liest du gerne?  
\_\_\_\_\_
- Liest du lieber Bilderbücher oder Bücher mit weniger Bilder? Warum?  
\_\_\_\_\_
- Wenn du dir ein Buch oder eine Zeitschrift aussuchen könntest, welches würdest du wählen? Warum?  
\_\_\_\_\_
- Was ist dein Lieblingsbuch, das zu einer anderen Zeit oder in einer anderen Kultur stattfindet?  
\_\_\_\_\_

**Experience Various Texts***Students will be able to:*

- 2.2.1** seek opportunities to experience texts from a variety of genres and cultural traditions; explain preferences for particular types of oral, literary, and media texts (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Connect Self, Texts, and Culture**

*Students will be able to:*

- 2.2.2** compare the challenges and situations encountered in their own daily life with those experienced by people in other times, places, and cultures as portrayed in oral, literary, and media texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students discuss if they would have the courage to meet a challenge such as the cross-Canada run by Terry Fox.
- After listening to a novel, students discuss whether or not they would like to live as one of the characters or in the setting of the novel.
- Students interview one or two adults in German to discover the lifestyle of a previous generation. Some suggested people to interview would be family members, recent immigrants from a German-speaking country, seniors, or teachers.

*Wo sind Sie geboren?  
Wie groß war Ihre Familie?  
Welche Sprache haben Sie zu Hause gesprochen?  
Welche Sprache haben Sie in der Nachbarschaft gesprochen?  
Welche Feiertage haben Sie gefeiert?  
Woher haben Sie das Essen bekommen?  
Welche Transportmittel gab es?  
Wie war Ihr Schulalltag?  
usw.*

- Students construct a diorama or collage to portray a way of life described in an interview or studied in class (e.g., contemporary Germany, Austria, or Switzerland).
- After reading, viewing or listening to a variety of texts, students make comments such as:
  - *Ich fand die Hauptperson... besonders wenn...*
  - *Ich mochte wie der Autor/der Regisseur ...*
  - *Meiner Meinung nach...*
  - *Ich finde der Autor/der Regisseur hätte lieber... sollen.*
- Students prepare a variation of a Y-chart to illustrate the challenges faced by characters in a text

So fühlte man sich:	So hätte ich mich wohl gefühlt:
Das hörte man damals:	Das sah man damals:

**Connect Self, Texts, and Culture***Students will be able to:*

- 2.2.2** compare the challenges and situations encountered in own daily life with those experienced by people in other times, places, and cultures as portrayed in oral, literary, and media texts (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- discuss his/her understanding of traditions in various times and places, as portrayed in oral, literary, and media texts?
- draw comparisons between his/her own traditions and those portrayed in text?
- discuss others' understanding of traditions in various times and places, as portrayed in oral, literary, and media texts?
- demonstrate familiarity with oral, literary, and media texts about Canada and/or by Canadian creators?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date and record the context of all observations.

 **Response Journals/Reflection Logs**

Assess students' self-reflections on the challenges and situations encountered by others. Students will compare a character from a story or video with themselves. They respond to questions, such as "What is the biggest difference between challenges I face and challenges faced by the characters in the text?" Provide sentence starters and vocabulary charts to provide language support for the activity.

 **Conferences**

Conference with students using work samples to determine whether students are able to identify similarities and differences between personal experiences and the experiences of others.

 **Work Samples**

Assess work samples including written work, artwork, performances, and demonstrations.

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Appreciate the Artistry of Texts**

*Students will be able to:*

- 2.2.3** identify descriptive and figurative language in oral, literary and media texts; discuss how it enhances understanding of people, places, and actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After reading a book or viewing a video about living out a dream or facing a challenge, students make charts comparing the main characters from the story to actual people (e.g., Mother Teresa, Rick Hansen, Wayne Gretzky, Steffi Graf). Students identify especially powerful words, phrases, or film techniques that underline the emotion or determination of these people.
- Students use graphic organizers, story maps, drawings, models, jot notes, diagrams, Slim Jims, etc., to summarize video stories.
- Working with a partner, students use a chart to describe the characteristics and actions of a character in a novel. They also record why they think the characters and actions are believable or not.

Charaktername: \_\_\_\_\_

Titel: \_\_\_\_\_

Autor: \_\_\_\_\_

	Glaubwürdig Warum?	Unglaubwürdig Warum?
Eigenschaften		
Taten		

- Using a computer drawing program, students illustrate and play with text features to represent words visually (e.g., **FETT** or dünn).
- Students write their own simple shape poems using descriptive language and combine text and visuals to create mood.
- Students choose a character or the setting of a story, novel, or illustration, and identify how the author or artist uses details to develop that aspect of the text.

**Appreciate the Artistry of Text***Students will be able to:*

- 2.2.3** identify descriptive and figurative language in oral, literary, and media texts; discuss how it enhances understanding of people, places, and actions (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify descriptive and figurative language in oral, literary, and media text?
- make connections between descriptive and figurative language and its effectiveness for particular audiences and purposes?
- appreciate the power of descriptive and figurative language to enhance understanding of people, places, and action?

 **Checklists/Rubrics**

Invite student input in creating checklists and rubrics based on the Focus for Assessment criteria.

 **Conferences**

Assess students' skills in identifying and using figurative language. Provide students with individual mini-lessons based on observation and discussion of student work.

 **Sentence Frames**

After practising identifying descriptive and figurative language with sentence frames, use new sentence frames for students to complete in order to assess students' ability to share personal responses to descriptive and figurative language in oral, literary, and media text.

 **Work Samples**

Examine completed charts, collages, poetry, and other work samples to determine to what extent students are identifying and using descriptive and figurative language.



Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

**Appreciate the Artistry of Texts**

Students will be able to:

- 2.2.3** identify descriptive and figurative language in oral, literary, and media texts; discuss how it enhances understanding of people, places, and actions (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students compare and contrast German and English proverbs using a Venn diagram or other graphic organizer.
- Students read a poem or a lullaby and identify the adjectives that were used. They replace those with other adjectives and evaluate their effectiveness.
- Students compare German and English similes using animals (e.g., Sly as a fox vs. *Schlau wie ein \_\_\_\_\_*).
- Students create a collage of descriptive and figurative language around a theme discussed in class or featured in text.

**List of Sample Written, Oral, and Multimedia Texts: Division II**

Advertisements	Diagrams	Invitations	Novels	Songs
Adventure Stories	Dictionaries	Journals	Plays	Travelogues
Autobiographies	Drawings	Letters	Poetry	Tickets
Biographies	Encyclopaedia Entries	Maps	Presentations	Times Tables
Brochures	Folk Tales	Menus	Puppet Plays	Schedules
Catalogues	Forms	Messages	Questionnaires	Websites
Charts	Graphs	Movies	Readers' Theatre	
Cartoons	Guest Speakers	Murals	Recipes	
Comic Strips	Historical Fiction	Mysteries	Rhyme	
Compositions	Illustrations	Myths	Reports	
Computer Software	Information Texts	Narrative Stories	Role-play	
Dance	Instructions	Narratives	Short Films	
Debates	Interviews	News Reports	Signs, Notices	

GRADE

6

Specific  
Outcome

**Appreciate the Artistry of Text**

*Students will be able to:*

**2.2.3** identify descriptive and figurative language in oral, literary, and media texts; discuss how it enhances understanding of people, places, and actions (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

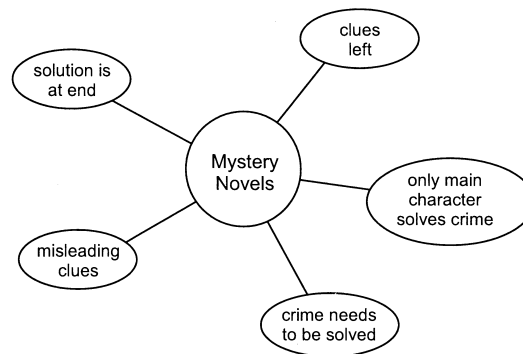
### Forms and Genres

*Students will be able to:*

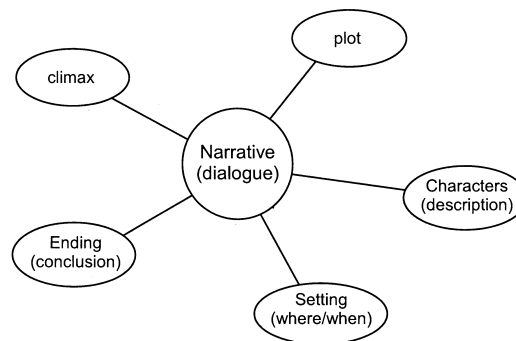
- 2.3.1** recognize key characteristics of various oral, literary, and media genres, such as myths, short novels, poetry, drawings, and prints

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading mystery novels, students create a class web that distinguishes the characteristics of this genre.



- Students compare books they have read with movie, television, audio recording, or CD-ROM versions of the same story. They discuss the similarities and differences and tell which they like better.
- After having read, listened to, or watched a movie of a particular novel, students create a Venn diagram of the similarities and differences.
- After reading a dialogue or text excerpt, students create a class web that distinguishes the parts of a narrative.



**Forms and Genres***Students will be able to:*

- 2.3.1** recognize key characteristics of various oral, literary, and media genres, such as myths, short novels, poetry, drawings, and prints (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- understand that forms and genres have specific characteristics?
- recognize the key characteristics of specific forms and genres that have been studied in class?
- use specific genre and text frames?
- compare literary forms and genres?
- use genre and text frames to recognize organizational patterns of texts?

 **Checklists**

Prepare a checklist using a Forms and Genres list. Record the forms and genres that the student understands as the year progresses.

 **Rubrics**

Develop rubrics that contain descriptors that identify specific elements used in assessing work samples.

 **Conferences**

Discuss with students the various forms and genres studied in class, as well as work samples, in order to determine their understanding.

 **Work Samples**

Examine students' work samples for evidence of their ability to identify and incorporate the distinguishing features of the forms and genres they have studied.

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Forms and Genres**

*Students will be able to:*

- 2.3.1** recognize key characteristics of various oral, literary, and media genres, such as myths, short novels, poetry, drawings, and prints (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students retell a story, myth, or legend using a different genre (cartoon, play, poem, or using pictographs or puppets).

<b>Genre</b>	<b>Artistry</b>	<b>Forms for Creating</b>
<ul style="list-style-type: none"> <li>• novels</li> <li>• biographies</li> <li>• autobiographies</li> <li>• myths</li> <li>• poetry</li> <li>• drawing/prints</li> <li>• media genre</li> </ul>	<ul style="list-style-type: none"> <li>• puns/jokes</li> <li>• poetry</li> <li>• humour</li> <li>• simile</li> <li>• metaphor</li> </ul>	<ul style="list-style-type: none"> <li>• letters narratives</li> <li>• media broadcasts</li> <li>• plays</li> <li>• poems</li> <li>• video presentations</li> <li>• Readers' Theatre</li> <li>• reports</li> </ul>

- Students match genres to key characteristics.
- Provide students with examples of a variety of forms and genres. Students categorize them by form or genre.

**Forms and Genres***Students will be able to:*

- 2.3.1** recognize key characteristics of various oral, literary, and media genres, such as myths, short novels, poetry, drawings, and prints (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Techniques and Elements**

*Students will be able to:*

**2.3.2** examine key elements and techniques in oral, literary, and media texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students read a chapter of a novel and make a T-chart to give examples of how a character's actions affect the plot.

Character's Actions	Effect on Plot

- Students watch a video or television show and listen for how the music changes to show changes in mood or to signal scene changes; they discuss how the music adds meaning to the video or television show.
- Students listen to books on tape as they follow the text in their own books. They comment on how the voice and music are used to reflect the intent of the story and how the tape matches their own interpretations of the text.
- Students write stories using multimedia software programs and choose effects that are appropriate for the mood and tone of their stories.
- Students bring in magazines and look at advertisements to identify ways that companies try to convince people to buy their products. Students make a chart or poster showing common themes (e.g., use of colour, choice of words, appeal to an age group).
- Students identify ways presenters in media texts influence their audiences (e.g., kinds of questions asked, choice of experts, presenter's point of view).
- Students compare information about whales gathered from an encyclopedia or children's magazine. They discuss the ways in which pictures, sound, fonts, colour, and graphics make the text information more interesting.
- Students brainstorm for interesting story beginnings and post them on chart paper or the classroom bulletin board.
- Students read a story. Using a story map provided to them by the teacher, students record key elements from the story.

**Techniques and Elements***Students will be able to:***2.3.2** examine key elements and techniques in oral, literary, and media texts *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify elements such as plot, setting, characterization in texts?
- identify techniques such as colour, speed, music in media texts?
- relate elements and techniques to effects created by writers/filmmakers/artists?

 **Checklists**

Observe students' oral interactions, representations, and written work for evidence that they can identify key elements and techniques. Develop checklists to record students' identification of specific elements and techniques studied in oral, literary, and media texts.

<b>Textelemente erkennen—Lehrercheckliste</b>					
Datum: _____		Texttitel: _____			
<b>Elemente</b>	<b>Natalka</b>	<b>Boris</b>	<b>Petro</b>	<b>Maria</b>	
Handlung					
Schauplatz					
Hauptfiguren					
Stimmung					

 **Work Samples**

Develop rubrics and checklists to assess how students' work demonstrates the understanding of story elements and techniques.

 **Portfolios**

Students select work samples that demonstrate their understanding of key elements and techniques.

**SAMPLE RESOURCES**

Recording of German radio broadcasts

Use any fairytale book or short stories written in German

Copies of German newspapers and magazines in print or retrieved from the Internet



*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Techniques and Elements**

*Students will be able to:*

**2.3.2** examine key elements and techniques in oral, literary, and media texts *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Discuss with students questions such as the following. These will assist students in learning to identify elements and techniques in narratives, and to consider how they interact to create effects:
  1. **Hauptfiguren**
    - *Wer sind die Hauptfiguren in dieser Geschichte?*
    - *Welche Charaktereigenschaften zeigen sie?*
    - *Sind sie glaubwürdig? Kennst du Menschen, die ihnen ähnlich sind?*
    - *Ändern oder entwickeln sich diese Figuren in der Geschichte, oder bleiben sie so wie sie am Anfang waren?*
    - *Kannst du Gemeinsamkeiten zwischen dir und deinem Leben und den Figuren in den Texten erkennen?*
  2. **Handlung oder Geschehen**
    - *Berichte von drei wichtigen Geschehen, die in der Geschichte vorkommen.*
    - *Konntest du am Anfang schon das Ende vorhersagen?*
    - *Welche Hinweise gibt der Autor, damit man den Ausgang erraten kann?*
    - *Wie entwickelt der Autor die Spannung?*
    - *Wie schafft es der Autor, dass die Leser sich nicht langweilen?*
    - *Welche Teile der Geschichte findest du unvergesslich?*
  3. **Schauplatz**
    - *Wo findet die Geschichte statt?*
    - *Warst du schon mal in einer Stelle, wie sie in der Geschichte vorkommt?*
    - *Wann findet die Geschichte statt?*
    - *Findet die Geschichte in der Vergangenheit, Gegenwart oder Zukunft statt?*
    - *Welche Jahreszeit ist es? Wie weiß man das?*
  4. **Stimmung**
    - *Wie fühlst du dich beim Lesen oder Zuhören?*
    - *Was ist der traurigste Moment im Text?*
    - *Ändert sich die Stimmung im Text? Wann? Wieso? Warum? Wie macht der Autor die Veränderung deutlich?*
  5. **Stil**
    - *Welche besondere Techniken gebraucht der Autor um die Geschichte lebhaft und bildlich zu machen?*
    - *Welche Sprachausdrücke kommen vor?*
    - *Welche Wortbilder kommen vor (idiomatische Ausdrücke, Metapher, Gleichnisse, Andeutungen, Sinnbilder...)?*
    - *Gibt es Humor?*
    - *Gibt es lyrische Elemente (Verslein, Reime, Rhythmen...)?*
    - *Gibt es besondere Wortwahl für besondere Effekte (Alliterationen, sanfte/harte Konsonante...)?*

**Techniques and Elements***Students will be able to:***2.3.2** examine key elements and techniques in oral, literary, and media texts *(continued)***SAMPLE ASSESSMENT STRATEGIES** **Story Maps**

Story maps can be used to assess students' understanding of story elements and structure as well as their recall of story content. Information on story maps may be sketched, scribed, or written by the student. They may be used to help students structure a retelling or representing of a story. Collect and date sample maps over time to assess the development of story grammar or structure, knowledge, and comprehension of story elements, improvement in comprehension, and recall of story content.

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Vocabulary**

*Students will be able to:*

**2.3.3** identify how and why word structures and meaning change

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading an older text, students will pick out words they are not familiar with and discuss as a group how they have changed in modern German.
- Using *Struwwelpeter* as a model, have students rewrite a story in “modern” German.
- In teams, students play a game involving older and newer variations of words.
- Students participate in groups in an activity entitled “Cooperative Graffiti.” Decide on the vocabulary that the class needs to develop (e.g., analogies, slang, similes, words starting with a particular letter, rhyming words). Write the headings on large sheets of paper and give each group of students a sheet with a different heading. Each person in the group uses a different coloured felt pen or pencil to write as many words or phrases as possible that fit the heading in a specified time. The group then passes its sheet to another group so that the members of that group can add their contributions. Sheets rotate around the room. Variations: One person records for each group; all groups have the same heading and, when time is up, everyone shares.
- Students compile a collection of all the phrases reviewed and/or taught through language ladders in a German language phrase book.
- Students look at a text sample describing modern computer usage and highlight all the words they predict are recently incorporated into German.

**Vocabulary***Students will be able to:***2.3.3** identify how and why word structures and meaning change (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use words in context to convey meaning?
- experiment with ambiguous language?
- understand the implications of jokes, puns, and other ambiguous language?
- tell the various meanings of vocabulary with multiple definitions?

 **Anecdotal Records**

Assess students' skills and strategies in using vocabulary in context during reviews of work samples and interviews. Keep anecdotal records of observation data to support.

 **Work Samples**

Review work samples such as the Cooperative Graffiti phrase sheets and work games.

**SAMPLE RESOURCES**

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.3** Understand  
Forms and  
Techniques

**Experiment with Language**

*Students will be able to:*

**2.3.4** experiment with words and sentence patterns for a variety of purposes

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students find examples of alliteration from newspaper headlines and create their own headlines, using alliteration.
- A student looks at the sentence “The wind was cold” and experiments with descriptive words to enhance the effect of the statement (e.g., The north wind howled.).
- Students take sentences and change the word order to change the meaning or emphasis.
- Students write poetry with rhyming and near rhyming words as Wilhelm Busch does in *Max and Moritz*.
- Teams of students race each other to locate metaphors, similes, and personifications in a collection of texts.

**Experiment with Language***Students will be able to:***2.3.4** experiment with words and sentence patterns for a variety of purposes (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify figures of speech including personification, similes, and metaphors in text?
- explain how figures of speech enhance and clarify meaning?
- experiment with words and sentence patterns to create effects?

 **Rubrics**

With student input, create a rubric to assess student progress in identifying figures of speech and experimenting with words and sentence patterns to create effects. The Focus for Assessment criteria can be used to help design the rubric.

**SAMPLE RESOURCES**

*Max and Moritz* by Wilhelm Busch

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**Create Original Texts**

*Students will be able to:*

**2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students create collages to represent themes, such as friendship, happiness, cultural heritage, and courage.
- Students develop a personal portfolio to represent a theme in their lives. They include relevant objects or pictures and list reasons for including them.
- After reading a simple book, students create a thumbnail sketch plan of a picture book for a younger audience. They identify ways to make their picture book interesting and appealing (e.g., large print, simple vocabulary, short sentences, colourful illustrations).
- Students create and perform a rap song based on a myth or legend, fable, or fairy tale.
- Students create a “*Wer bin ich?*” poster about themselves including a description, hobbies, and likes/dislikes.
- Students create an invitation for parents to a school concert or year-end celebration.
- Students write a variety of greeting cards (e.g., birthday cards, Christmas cards, Easter greeting cards, thank-you cards, or sympathy cards, to parents, grandparents, teachers, or other German bilingual students).
- Students practise friendly letters and business letter writing to a pen pal in another German bilingual school. Students create simulated companies with e-pals from another class or school to establish a context for business letter writing.
- Students create original poems modelled on patterns found in poetry they have studied in class.
- Students read a selection of German children’s stories and then each select one of the following projects:
  - create a pattern book for young children
  - role-play in story
  - record a story
  - illustrate a story to clarify the meaning

**Create Original Texts***Students will be able to:*

- 2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand and use forms in creating original texts?
- understand and use techniques in creating original texts?

 **Checklists**

When assessing student work such as letters, invitations, etc., use criteria such as the following:

- clear, relevant, appropriate information
- includes interesting details
- asks questions (uses questions practised in class)
- includes personal information
- spelling and mechanics do not interfere with meaning
- uses a variety of vocabulary and language structures

 **Rubrics**

Create rubrics that reflect the Focus for Assessment criteria and the criteria set for assigned tasks.

 **Self-Reflection**

Students can keep records of their choices of text through checklists, and assess the final product.

 **Portfolios**

Portfolios, with samples of student work, provide valuable assessment information as well as opportunities for student self-reflection and self-assessment. Students choose samples of their best work to include in their portfolios. They should be prepared to explain why they choose certain work samples.

**SAMPLE RESOURCES**

Use book *Pushing the Pencil* for information that is to be included in writing an invitation.



General Outcome

3

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

3.2 Select and Process

GRADE

6

Specific Outcome

**Use Personal Knowledge**

*Students will be able to:*

**3.1.1** summarize and focus personal knowledge of a topic to determine information needs

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students use a KWL (WML) chart to prepare for a research project.
- After reading a book or article on a topic of interest, students, in small groups, prepare a Mind Map, web, or other form of graphic organizer to summarize knowledge about the topic. They determine the areas in which they require further research.
- Students work in small groups to list personal ideas and information on a topic under study. They determine the areas in which they require further information.
- Students work in small groups to list on self-stick notes personal ideas and information on a topic of interest or an assigned topic. Each idea is written on a separate note. Students cluster or group similar or related ideas to create categories. They review their ideas and categories and ask questions in order to identify information gaps.

**Use Personal Knowledge***Students will be able to:*

- 3.1.1** summarize and focus personal knowledge of a topic to determine information needs *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- verbalize knowledge of a topic when accessing prior knowledge?
- record personal ideas and information during activities to activate prior knowledge?
- maintain focus on topic?
- share ideas and information on a topic with classmates?
- work cooperatively with classmates to identify information needs?
- demonstrate enthusiasm for exploring topics in German?
- demonstrate confidence in accessing prior knowledge?

**Checklists**

Checklists may focus on summarization or categorization skills. Date observations and note progress over time.

**Self Assessment**

Students review their graphic organizers to assess their prior knowledge of a specific topic. The following questions may be used to guide students' self-assessment:

Name: _____ Datum: _____		
Thema: _____		
1. Ich habe _____ Ideen zum Thema aufgelistet.		
2. Ich wusste schon viel über _____		
3. Ich muss mehr über _____ lernen.		
4. Ich habe meine Ideen mit meiner Gruppe geteilt.	Ja	Nein
5. Ich habe mir meine Ideen überlegt, und überprüft, ob alles richtig war.	Ja	Nein
6. Ich muss noch meine Ideen überprüfen, ob alles richtig ist.	Ja	Nein
7. Um das auf Deutsch zu machen brauche ich _____ .		

General Outcome

3

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.2** Select and Process

GRADE

**6**

Specific Outcome

**Use Personal Knowledge**

*Students will be able to:*

**3.1.1** summarize and focus personal knowledge of a topic to determine information needs *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students complete a web provided to them that is only partially completed. Working individually or in pairs, students review the information in the web and fill in the gaps with information they have learned through researching the topic.

**Use Personal Knowledge***Students will be able to:*

- 3.1.1** summarize and focus personal knowledge of a topic to determine information needs *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES **Anecdotal Records**

Focus on students' reflections on accessing personal knowledge and categorizing information needs.

 **Conferencing**

Conference with students to determine their skills in summarizing and categorizing information. Help the student identify gaps in information misconceptions or areas of uncertainty.

 **Work Samples**

Analyze work samples, such as KWL (WML) charts, webs, and graphic organizers, to assess students' abilities to use them to summarize personal knowledge and experiences and to determine information needs.

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**Ask Questions**

*Students will be able to:*

**3.1.2** formulate relevant questions to focus information needs

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students work individually or in small groups to list relevant questions that they would like to have answered on a particular topic in the Want to Know/Learn column on a KWL (WML) chart.
- Students participate in question circle strategies to practise questioning techniques on familiar topics using familiar vocabulary. After being assigned a topic to research, students use the 6W questions to guide their research.
- After participating in a school celebration or field trip, students prepare questions for an interview related to the event.
- Students practise asking questions by playing a game of 20 questions (classmates attempt to identify a hidden object or word by asking a maximum of 20 questions).
- Students, working in small groups, dramatize situations where there is a need to ask questions (e.g., meeting an acquaintance, being lost, visiting a city in a German country, ordering food in a restaurant, shopping, visiting a medical office, etc.).
- Students keep a running inquiry notebook to track the questions they are focusing on throughout the year.

**Ask Questions***Students will be able to:***3.1.2** formulate relevant questions to focus information needs (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- prepare questions that are related to the topic?
- ask general questions?
- ask specific questions?
- add, revise, or delete questions?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. For example, when students make presentations and engage in dialogues they have practised, criteria may focus more on fluency and accuracy than when they are involved in spontaneous activities. For prepared presentations, criteria might include:

- presentation is fluent
- message is comprehensible
- pronunciation and intonation are appropriate and support communication
- information is appropriate and relevant
- grammar is acceptable
- language is appropriate to the situation/context
- questions are carefully formulated
- a range of different question types is used

 **Response Journals/Reflection Logs**

Students are given regular time for recording important points in the inquiry process, and are encouraged to formulate the general and specific questions they are wondering about.

 **Conferences**

With students, review and discuss the questions in their logs, journals, and inquiry notebooks.

 **Work Samples**

Analyze KWL (WML) plus charts to observe the general and specific questions students are asking, and lists of students' questions. Date all work samples to note progress over time.

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**Participate in Group Inquiry**

*Students will be able to:*

- 3.1.3** contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students participate in creating a class KWL (WML) chart on a topic of interest.
- Students organize a mini debate on a topic of interest using the following steps:
  - 1) Identify expressions needed for debate.
    - Ich glaube \_\_\_\_\_.*
    - Ich meine \_\_\_\_\_.*
    - Meiner Meinung nach \_\_\_\_\_.*
    - Ich stimme damit überein.*
    - Ich bin dagegen.*
  - 2) *Ich bin nicht der Meinung, dass \_\_\_\_\_.* Discuss both sides of the issue.
  - 3) Prepare by writing out supporting details, facts, and information for the stance (pro/con) of the topic (issue) of debate.
  - 4) Students actively participate in the debate.
    - After reviewing the necessary vocabulary for participating in a debate and the debate procedure, students organize a mini debate on a topic of interest.
- Students engage in a discussion about a particular inquiry topic using the inside-outside circle strategy. Students are asked to sit in two circles facing each other. Pose questions for students to discuss with their facing partners. The circle rotates so that new partners are found. Pose another question for each new set of partners.

**Participate in Group Inquiry***Students will be able to:*

- 3.1.3** contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate willingness to share personal knowledge?
- assist the group in formulating relevant questions?
- help identify and focus informational needs, sources and purposes?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria to use when observing students develop KWL (WML) charts, or participate in a debate or in an inside/outside circle.



*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**Create and Follow a Plan**

*Students will be able to:*

**3.1.4** create and follow a plan to collect and record information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When preparing for a book talk or writing a book review, students refer to a set of class-developed criteria to assist with selecting information to support their recommendations. For example:

*Buchbesprechung*

- *Textsorte*
- *glaubwürdige, interessante Hauptfiguren*
- *lebensnah*
- *leicht und verständlich*
- *humorvoll*
- *interessant.*

- Students construct a plan for a presentation on a particular author or topic, and revise it as necessary as the project proceeds.

	<i>geplanter Termin</i>	<i>Datum erledigt</i>
1. <i>Autor aussuchen</i>	_____	_____
<i>Buch finden</i>	_____	_____
2. <i>Buch lesen</i>	_____	_____
3. <i>Zusammenfassung schreiben</i>	_____	_____
4. <i>Rezension schreiben</i>	_____	_____
5. <i>Besprechung vorbereiten</i>	_____	_____
6. <i>Vortrag halten</i>	_____	_____

- Students develop a personal research plan for a topic. The plan includes the topic, the students' position on the topic, a list of key words that begin a focus for research, a list of possible resources for finding information, timelines indicating target dates for completing steps in the research, and the project due date.
- After reading a short informational text written in German, students collect and record important information in a web or mind map. They then list steps they undertake to locate remaining information.

**Create and Follow a Plan***Students will be able to:***3.1.4** create and follow a plan to collect and record information (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify factors critical to making an effective plan for an inquiry (time available, purpose of inquiry, depth of investigation expected)?
- create and follow a plan to collect and record information?

 **Checklists**

Develop a checklist to assess students' skills in using a variety of strategies for gathering information, developing a plan, and carrying out a plan.

 **Conferences**

Meet with students individually to check their ability to create a plan to gather and record information. Have students discuss the challenges they face.

 **Work Samples**

Collect students' research or book talk plans. Check students' abilities to create and follow through on a plan to gather and record information.

General Outcome

3

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

3.2 Select and Process

GRADE

6

Specific Outcome

**Identify Personal and Peer Knowledge**

*Students will be able to:*

**3.2.1** record personal knowledge of a topic and collaborate to generate information for inquiry or research

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students create announcements using the 6 Ws as a guide to formulate questions for a topic in order to generate information (e.g., school dances, class party, etc.).
- Students distinguish between fact and opinion when presented with three or more sentences on a topic being studied. Students work in groups to determine which of the statements are facts, and then they share their findings.
- Students transfer information from an informational text into another form such as a diagram, table, chart, graphs, maps, or other graphic organizers.
- Individually, students create a web based on their personal knowledge on a health or social studies topic. Individuals come together in small groups to share their knowledge of this topic and to develop a collective web on chart paper.

**Identify Personal and Peer Knowledge***Students will be able to:*

- 3.2.1** record personal knowledge of a topic and collaborate to generate information for inquiry or research (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use a range of strategies for recalling, organizing, and using personal information for inquiry or research?
- collaborate with peers to recall, record, and organize information?
- work with others in a collaborative inquiry or research project?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria.

 **Response Journals/Reflection Logs**

Respond to students' dialogue journals or inquiry notebooks to help them clarify concepts and topics.

 **Conferences**

Conference with students about work in progress to determine how students select, record, and share personal information.

 **Portfolios**

Use work samples to determine whether there is progress in students' abilities to identify and share personal knowledge on a topic.

 **Work Samples**

Assess students' skills in selecting and using graphic organizers suggested in the sample teaching and learning activities. Observe students' strengths and note areas that require further teaching and learning.

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**Identify Sources**

*Students will be able to:*

**3.2.2** answer inquiry or research questions, using a variety of information sources

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- For a report on lifestyles, students interview a German-speaking senior to collect a personal story and look at information, such as photographs, personal memorabilia, or old newspapers.
- Students use a German search engine such as “google.de” to search for information.
- During a study of life in contemporary Germany, Austria, or Switzerland, students work together to create a classroom bulletin board display. Items for the display may include photos, maps, definitions, interesting facts, and information sources including Internet websites (e.g., [www.blindex.de](http://www.blindex.de)).
- Students update their inquiry journals with the sources they have identified to research each new question over the year.

**Identify Sources***Students will be able to:*

- 3.2.2** answer inquiry or research questions, using a variety of information sources  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- select primary sources?
- select secondary sources?
- select and use a variety of oral, print, and other media sources independently to answer research or inquiry questions?
- use a repertoire of strategies for selecting information from a variety of sources?

 **Conferences**

Discuss with students their plans for research as well as the information sources they have chosen to answer their inquiry questions. Together, they review students' interview questions.

 **Response Journals/Reflection Logs**

Ask students to reflect in their learning logs or inquiry notebooks on the information sources they identified to answer research/inquiry questions.

 **Work Samples**

Work samples indicate the research/interview questions students are asking and their ability to access relevant information. Work samples should include recordings of interviews.

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**Evaluate Sources**

*Students will be able to:*

**3.2.3** review information to determine its usefulness to inquiry or research needs

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- A group of students develop questions to guide their research project on a topic in Canadian history (e.g., early prime ministers, WWI).
- Students record information from a variety of sources by making jot notes or Slim Jims.
- After gathering information on a topic of their choice, students decide if the information in their jot notes answers the questions set out to guide their research.
- When preparing a group presentation about life in 19th century Canada, students decide which maps, illustrations, charts, and artifacts would best explain their written report and engage the interest of the audience.
- When conducting research, students record information on index cards or self-stick notes. Working in pairs or small groups, students determine which information is relevant and what should be discarded.
- Invite students to help develop rubrics to evaluate the purposes and usefulness of resources. Rubrics may be based on the following criteria:

**Kriterien zur Bewertung von Informationsquellen**

Wer hat den Text geschrieben? (Laien? Experten?)  
 Wo wurde er herausgegeben? (im Inland? im Ausland?)  
 Wer hat ihn herausgegeben? (eine Privatperson? ein Verlag? eine Firma?)  
 Enthält er Abbildungen?  
 Enthält er Schaubilder?  
 Enthält er eine Quellenangabe?  
 Enthält er Texthilfen? (Erklärungen? Überschriften?)

Kann man den Inhalt gut überblicken?  
 Kann man den Inhalt gut verstehen?

**Evaluate Sources***Students will be able to:*

- 3.2.3** review information to determine its usefulness to inquiry or research needs  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use criteria to evaluate the usefulness of resources for a specific inquiry or research focus?
- self-question to determine the appropriateness of resources?
- recognize that information serves different purposes?
- select a variety of suitable information sources?
- determine the appropriateness of information gathered during the research process?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria to assess students' skills in determining the usefulness of information sources for inquiry, using pre-established criteria. Date and note the context of observations. Refer to the checklist at various times throughout the year to note progress over time.

 **Anecdotal Records**

Observe students as they evaluate sources using pre-established criteria. Determine whether they can assess the usefulness of the information. Date all observation and note contexts and assess progress over time.

 **Response Journals/Reflection Logs**

Ask students to reflect in their learning logs or inquiry notebooks on the information sources they used for research.



General Outcome

3

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

3.2 Select and Process

GRADE

6

Specific Outcome

**Access Information**

*Students will be able to:*

**3.2.4** use a variety of tools to access information and ideas; use visual and auditory cues to gather important information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students draw a Venn diagram to compare their personalities with that of a character in a book they are reading.
- Students read for information by using the SQ3R strategy, which assists them in learning how to identify important information by attending to visual clues.
- While viewing a brief informational video, students turn their backs to the screen and listen for audio cues such as pauses, intonation, and signal words used to highlight sections of meaning.

**Access Information**

*Students will be able to:*

- 3.2.4** use a variety of tools to access information and ideas; use visual and auditory cues to gather important information (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use bibliographies, thesauri, and technology when accessing information and ideas?
- use these tools effectively?
- use auditory cues to identify relevant information?
- use visual cues to identify relevant information?

 **Work Samples**

Review students' SQ3R sheets with reference to the Focus for Assessment criteria.

 **Checklists**

Use the Focus for Assessment criteria to develop a checklist. Date each observation and note the context.

 **Conferences**

Discuss students' abilities to use a variety of tools and cues to access important information. Encourage students to reflect on and assess their strategies for extracting specific information. Questions such as the following are posed:

- *Hast du alle deine Informationen in deutschen Quellen gefunden?*
- *Hast du mehr oder weniger auf Deutsch gefunden als du erwartet hast?*
- *Was ist dir leicht gefallen?*
- *Was ist dir schwer gefallen?*
- *Was für Probleme hast du gehabt?*
- *Wie hast du sie gelöst?*
- *Was hast du Neues über dich gelernt?*
- *Was hast du Neues über dein Thema gelernt?*
- *Was hast du Neues über die deutsche Sprache gelernt?*

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**Make Sense of Information**

*Students will be able to:*

**3.2.5** use organizational patterns of oral, visual, and written text to construct meaning; skim, scan, and read closely to gather information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- In small groups, students create a timeline of events from a story.
- Students create a comic strip depicting the main events of a story they have read in German.
- Students will read a short news article in German and then summarize it on a chart based on the 6 Ws.
- Students read an informational text in German and use a graphic organizer such as a Venn diagram, flow chart, or graph to show the relationship between ideas.
- Students read German texts using a self-monitoring approach to reading taught by the teacher.
- Working in small groups, students analyze a visual such as a cartoon, map, newspaper picture, photograph, or diagram for information. They discuss what the main idea is, what is happening in the visual, and record their findings on a chart that they later share with the class.
- Students use story maps to record key elements in their own words.

**Make Sense of Information***Students will be able to:*

- 3.2.5** use organizational patterns of oral, visual, and written text to construct meaning; skim, scan, and read closely to gather information (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize and use organizational patterns of oral, written, and visual text to construct meaning? Patterns for recognition and use should include main ideas and supporting details, explanations, compare-contrast, cause and effect, and sequence.
- skim to gather information?
- scan to gather information?
- identify key words, phrases, and organizational patterns when listening to texts to construct meaning?

**Observations**

Observe students as they work with texts to determine whether they recognize organizational patterns in these texts. Observe students' skills in skimming and scanning for information in written text and listening for key words and phrases in oral and viewed texts. Determine students' abilities to assess information from a wide variety of texts.

**Work Samples**

Review work samples of graphic organizers to see evidence of students' skills in constructing meaning and organizing information using various patterns.

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

**Organize Information**

*Students will be able to:*

**3.3.1** organize information and ideas, using a variety of strategies and techniques

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When starting a group research project, students brainstorm ideas for investigation and then group related ideas in a graphic organizer, such as a web, outline, 6 Ws, Venn diagram, flow chart, as well as in *Kreuztabellen* or *Begriffsreihen*.
- Students scan the Internet for biographical or autobiographical information about a specific author.
- In researching an assigned topic, students gather books and magazines from the library. They scan the tables of contents, indices, titles, subtitles, pictures, graphs, and charts to choose specific books for further investigation.
- Students choose a topic of interest for an oral presentation. They consider the purpose of their speech (e.g., informative, persuasive), their audience, and the tone (e.g., serious, entertaining). They decide what to include in the introduction, the body (e.g., information, opinions), and the closing of the presentation.

**Organize Information***Students will be able to:*

- 3.3.1** organize information and ideas, using a variety of strategies and techniques  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use a variety of strategies and techniques for organizing information and ideas, such as:
  - comparing and contrasting
  - classifying and sorting according to sub-topics
  - sequencing
  - arranging by order of priority
  - arranging by order of importance

 **Anecdotal Records**

Observe students in a variety of contexts to determine whether they organize their ideas using a variety of strategies and techniques. Preferences are noted. Date observations and contexts to note progress over time.

 **Work Samples**

Completed charts, maps, graphs, webs, etc., all provide evidence of the variety and efficiency with which students can organize information.

 **Portfolios**

Have students select work samples for their portfolios that demonstrate their skills in selecting and using a variety of strategies for organizing information.

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

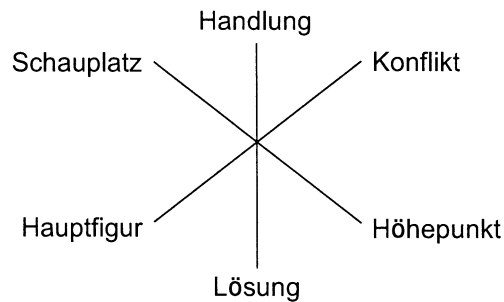
**Record Information**

*Students will be able to:*

- 3.3.2** record information in own words; cite authors and titles appropriately and provide publication dates of sources

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- In analyzing a story, students use a web to jot down story elements and the relationships among them.



- While doing a research project, a student includes a direct quotation from a person interviewed.
- While doing a research project, students will add a proper bibliography (“*Quellenverzeichnis/ Quellenangabe*”) to the end of their report.
- When conducting research, students use long, narrow strips of paper on which to record their information. They write the category or heading at the top of each strip, and record information in point form as either single words or phrases (Slim Jims).
- Students record information gathered during the inquiry process on a mind map, web, or other type of graphic organizer.

**Record Information***Students will be able to:*

- 3.3.2** record information in own words; cite authors and titles appropriately and provide publication dates of sources (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- make effective notes from a variety of source materials?
- use note-making methods to record information from more than one source?
- use an organized system of recording notes?
- cite references in bibliographic format, listing authors' names in alphabetical order, title, and publication date?

 **Portfolios**

Students collect work samples that demonstrate their progress in organizing and recording information in their own words and in citing reference sources.

 **Self-Assessments**

Students use a checklist to assess their planning and retrieving steps of the inquiry process.

<b>Untersuchungsschritte—Schülercheckliste 1</b>		
Name _____ Datum _____		
Thema _____		
	Ja	Nein
Um meine Fragen zu beantworten, habe ich einige Quellen gefunden.		
Ich habe mir die besten Quellen ausgesucht.		
Ich habe mir kurze Notizen gemacht.		
Ich habe ein Organisationssystem gemacht.		
Ich habe alle Quellen alphabetisch nach Autorennamen aufgelistet.		
Meine Quellenangaben sind vollständig (Autoren, Titeln, Daten, Herausgeber, usw.)		

SAMPLE **RESOURCES**

German Children's Encyclopedia

Websites (e.g., Wikipedia.de)



General Outcome

3

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

GRADE

6

Specific  
Outcome

**Evaluate Information**

*Students will be able to:*

**3.3.3** recognize gaps in the information gathered and locate any additional information needed for a particular form, audience, and purpose

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- A student goes to the library and chooses a picture book on sharks to share with a Grade 1 reading buddy. The student says, “I chose this book because there are lots of colourful pictures, showing the different kinds of sharks, and it will be easy for my Grade 1 buddy to read it with me.”
- Students use a class list of questions for providing feedback during peer-writing conferences.
- Students complete a KWL (WML) chart prior to beginning research on a sea animal. They then examine their chart to identify aspects of the topic that need more information.

**Evaluate Information***Students will be able to:*

- 3.3.3** recognize gaps in the information gathered and locate any additional information needed for a particular form, audience, and purpose (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- evaluate the appropriateness of information for a particular form, audience, and purpose?
- identify gaps in information collected?
- gather additional information?

**Checklists and Rubrics**

Develop checklists or rubrics based on the Focus for Assessment criteria.

**Self-Assessments**

Prepare student self-assessment tools that help students focus on making decisions regarding gaps in information and relationships among content, purpose, form, and audience, such as the one below:

<b>Untersuchungsschritte—Schülercheckliste 2</b>	
Name _____	Datum _____
Thema _____	
Habe ich:	
<input type="checkbox"/> meine Untersuchungsziele erreicht?	
<input type="checkbox"/> aktuelle Information gesammelt?	
<input type="checkbox"/> die Information überprüft?	
<input type="checkbox"/> Informationslücken gefunden und gefüllt?	
<input type="checkbox"/> Ergebnisse gefunden/Schlussfolgerungen gemacht?	
<input type="checkbox"/> die Information in ein Format dargestellt, das für meine Zielgruppe passend ist?	
<input type="checkbox"/> neue Untersuchungsfragen entwickelt?	
Meine neuen Untersuchungsfragen sind:	
_____	
_____	

**SAMPLE RESOURCES**

A variety of books written in German from the school library

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize,  
Record, and  
Assess

**Develop New Understanding**

*Students will be able to:*

**3.3.4** assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After studying “Trees and Forests” students discuss the fate of Canadian forests in the near and distant future.
- After completing a short reading, assignment, or activity, students reflect on questions such as:
  - *Welche Aspekte der Aufgabe haben dir gefallen?*
  - *Welche Textaspekte haben dir gefallen?*
  - *Was würdest du als Autor im Text ändern?*
  - *Welche Angaben fehlen dir? Was möchtest du noch gerne wissen?*
- Students reflect upon their knowledge and skills gained through research, and their ability to generate new questions by using the following:

**Untersuchungsprozesse—Schülerbewertung**

Name \_\_\_\_\_ Datum \_\_\_\_\_

Thema \_\_\_\_\_

1. Ich habe/wir haben Folgendes gelernt:

\_\_\_\_\_

2. Das Beste an dieser Untersuchung war:

\_\_\_\_\_

3. Die folgenden Fragen habe ich/haben wir NICHT beantwortet:

\_\_\_\_\_

4. Dieses habe ich/haben wir besonders gut gemacht:

\_\_\_\_\_

5. Als Nächstes möchte ich/möchten wir dieses untersuchen:

\_\_\_\_\_

**Develop New Understanding***Students will be able to:***3.3.4** assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- relate gathered information to prior knowledge to reach conclusions?
- relate gathered information to prior knowledge to develop points of view?
- establish goals for developing further inquiry or research skills?
- assess his/her knowledge?
- draw conclusions?
- generate new questions related to his/her research?

 **Portfolios/Response Journals/Reflection Logs**

Students share their completed projects along with self-assessment guides. Students reflect on the inquiry process and make suggestions for future work. Their reflections should include answers to the following questions:

*Arbeitsmappe**Ich habe dieses Untersuchungsprojekt für meine Arbeitsmappe gewählt.**Es zeigt wie ich:*

- *meine Untersuchungsfrage entwickelt habe*
- *Quellen benutzt habe*
- *die Information deutlich präsentiert habe*

*Das beste an meinem Projekt war: \_\_\_\_\_**Ich bin stolz darüber weil \_\_\_\_\_**Beim nächsten Mal werde ich \_\_\_\_\_* **Anecdotal Records**

Make brief notes while observing students throughout the year in various research projects. Notes reflect the Focus for Assessment criteria and are dated to demonstrate students' growth over time.

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**Develop New Understanding**

*Students will be able to:*

**3.3.4** assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students conduct peer interviews about their research experiences using pre-established guide questions. Students record responses for each other and place them in their portfolios.

<b>Untersuchungsschritte—Partnerinterview</b>	
Name _____	Thema _____
Interviewer _____	Datum _____
Planung	
Hast du:	
<input type="checkbox"/> das Thema verstanden? <input type="checkbox"/> Fragen zum Thema entwickelt? <input type="checkbox"/> eine interessante Untersuchungsfrage gewählt? <input type="checkbox"/> einen Plan entwickelt? <input type="checkbox"/> deinen Plan ausgeführt? <input type="checkbox"/> Informationsquellen gefunden?	
<b>Angaben sammeln</b>	
Hast du:	
<input type="checkbox"/> Informationen aus verschiedenen Quellen gesammelt? <input type="checkbox"/> Schaubilder entwickelt? <input type="checkbox"/> einige Antworten im Voraus erraten? <input type="checkbox"/> die Fragen mit Angaben aus den besten Quellen beantwortet? <input type="checkbox"/> etwas Neues gelernt? <input type="checkbox"/> neue Untersuchungsfragen entwickelt?	
<b>Notizen machen</b>	
Hast du:	
<input type="checkbox"/> Informationen in Stichpunkten notiert? <input type="checkbox"/> Angaben in Schaubildern dargestellt? <input type="checkbox"/> Angaben in Kategorien aufgeteilt? <input type="checkbox"/> Angaben in eigenen Worten formuliert? <input type="checkbox"/> nur die besten Angaben behalten? <input type="checkbox"/> weitergesucht, wo Angaben gefehlt haben?	
<b>Über die Arbeit nachdenken</b>	
Hast du:	
<input type="checkbox"/> deinen Untersuchungsplan durchgeführt? <input type="checkbox"/> deine Fragen beantwortet?	
Welche neuen Fähigkeiten hast du von dieser Projektarbeit gelernt? _____	
Was möchtest du verbessern? _____	
Was sind jetzt deine neuen Untersuchungsfragen?	
1. _____	
2. _____	

**Develop New Understanding***Students will be able to:***3.3.4** assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research (*continued*)SAMPLE **ASSESSMENT** STRATEGIES **Rating Scales**

When students are engaged in activities in which they exchange information with partners such as peer interviews. Use a rating scale to note to what extent students are:

- able to describe in some detail the information their partner provided
- actively engaged in the interactions using German to gain the required information
- able to sustain interactions taking risks with German
- able to describe their activities in sequence

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

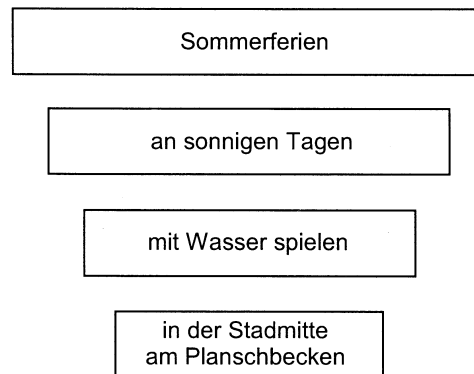
**Generate Ideas**

*Students will be able to:*

**4.1.1** focus a topic for oral, written, and visual texts, using a variety of strategies

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students create a cartoon or a sketch to capture the main ideas of a story they have read. They then plan a sequel to the story starting from a continuation of the cartoon.
- Students use a circle map involving the 6 Ws or a timeline as a planning strategy when asked to write a personal biography.
- Students prepare a concept pyramid as they narrow down their topic. For example:



This example narrows the topic of summer holidays down to one specific incident that the student can write about.

- Lead the students to focus on a topic by using guided visual imagery.

**Generate Ideas**

*Students will be able to:*

- 4.1.1** focus a topic for oral, written, and visual texts, using a variety of strategies  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- integrate ideas and information from experiences and a variety of sources?
- focus a topic for oral, written, and visual text composition based on information integrated from own experiences and other sources?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date and note the context of all observations. Discuss and provide feedback regarding students' skills in generating ideas and focusing on a topic.

 **Conferences**

Conference with students, using the Focus for Assessment criteria to develop questions for discussion.



*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Choose Forms**

*Students will be able to:*

**4.1.2** use a variety of forms for particular audiences and purposes

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students create a cartoon or a sketch to capture the main ideas of a story they have read. They then plan a sequel to the story starting from a continuation of the cartoon.
- Students create a short play using dialogue to retell a Greek myth.
- Students write a riddle or joke that they share with a partner.
- Students write a cinquain poem about a sea animal after reading an informational article.
- Students write a diary entry.
- Students make up a survey and conduct it.
- Students use a class graph, showing how many students in each grade wear bicycle helmets, to answer questions, such as:
  - In which grades do most students wear helmets?
  - Does helmet use increase or decrease as students get older?
- Sample Forms:

## Diary Entry

The Great Blizzard of April, 1997

Friday, April 4, 1997

Today was the day that I would finally get my cast off. Me—Karen, Mom, Dad, and Jack were on our way to the hospital. Once we were finished there we would be on our way to Grand Forks. My Uncle B., Auntie D., Lindsay, and Evan were also going with us. We finally got to Winnipeg to pick them up and then we were on our way. We stopped in Emerson and got Mondetta sweatshirts because they were on sale. When we got to the Holiday Inn in Grand Forks, we dropped off our bags and went shopping. When we came back we went swimming in the pool. Jack got hit in the head with the beach ball. Got room service pizza. Our parents went out for supper. Lindsay and I had to babysit the two terrorists; Evan and Jack. We watched MTV for awhile then went to bed. I got the cot. Jack had to sleep with Mom.

**Choose Forms***Students will be able to:***4.1.2** use a variety of forms for particular audiences and purposes (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use specific forms for particular audiences and purposes?
- demonstrate understanding of relationships among form, content, audience, and purpose in his/her compositions?
- select specific forms suitable to audience and purpose?

 **Checklists**

Develop criteria for various forms and observes students as they select that best communicate their message for particular audiences. The focus for observation for a variety of forms is listed below:

## i. Narratives

Observe students' abilities to select and use one of the story planners studied in class. The story frame chosen may be used to assess students' writing of these forms.

## ii. Reports

Does the student:

- include an introduction?
- present the main idea clearly and precisely?
- relate supporting ideas to the main idea?
- include details that explain the ideas?
- include a conclusion?

## iii. Reader's Theatre

Does the student:

- use appropriate voice intonation to portray character?
- use appropriate voice volume?
- limit movement to simple gestures?

## iv. Murals

Does the student:

- highlight main ideas visually?
- sequence according to outlines or notes?
- include specific details?

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Choose Forms**

*Students will be able to:*

**4.1.2** use a variety of forms for particular audiences and purposes *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Sample Forms: *(continued)*

#### Smoking Survey

We are conducting a survey for all Grade 6 students in school about cigarette smoking. We would like you to answer the following questions. On the sheet, you don't have to put your name, just answer the questions honestly according to your own experience and what you know.

- Do you know the effects of smoking? If so, name three.  
\_\_\_\_\_
- Why do you think teenagers smoke?  
\_\_\_\_\_
- How many cigarettes do you think are smoked by teenagers on a daily basis? \_\_\_\_\_
- What percent of teenagers do you think have tried smoking?  
a) about 25%                      c) about 75%  
b) about 50%                      d) about 100%
- What percentage of teenagers do you think smoke on a regular basis?  
a) about 25%                      c) about 75%  
b) about 50%                      d) about 100%
- Have you been pressured to try smoking? \_\_\_\_\_
- Please circle: I am:    male            female

**Choose Forms***Students will be able to:***4.1.2** use a variety of forms for particular audiences and purposes *(continued)*SAMPLE **ASSESSMENT** STRATEGIES **Rubrics**

With students, develop rubrics that describe different levels of performance related to the criteria for each assignment.

 **Self-Assessments/Peer Assessments/Response Journals**

When students work in groups to create CD covers or cartoons, each group should be asked to agree on three or four criteria they will use for self- and peer assessment. For example, students might focus on the following:

- *wie gut man mitmacht*
- *wie kreativ man ist*
- *wie vorsichtig man arbeitet*
- *wie bereit man ist, neue Ideen auszuprobieren*
- *die Textform ist der Zielgruppe angepasst*

They could keep these assessments in journals, portfolios, or learning logs.

 **Portfolios**

Students choose pieces they have composed in a variety of text forms for a variety of audiences. Students are encouraged to include sample planners with their final work.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Choose Forms**

*Students will be able to:*

**4.1.2** use a variety of forms for particular audiences and purposes (*continued*)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Sample List of Text Forms

**Written Texts**

Advertisements  
 Biographies and autobiographies  
 Brochures, pamphlets and leaflets  
 Catalogues  
 Dictionary and grammar items  
 Encyclopedia entries  
 Folk tales and legends  
 Forms  
 Graffiti  
 Instructions and other "how to" texts  
 Invitations  
 Journals, diaries and logs  
 Labels and packaging  
 Letters (business and personal)  
 Lists, notes, personal messages  
 Maps  
 Menus  
 Newspaper and magazine articles  
 Plays  
 Poetry  
*PowerPoint* presentations  
 Programs  
 Questionnaires  
 Raps/Songs  
 Recipes  
 Reports and manuals  
 Short stories and novels/*Pourquoi*  
 Signs, notices, announcements  
 Stories  
 Textbook articles  
 Tickets, timetables, and schedules

GRADE

6

Specific  
Outcome

**Choose Forms**

*Students will be able to:*

**4.1.2** use a variety of forms for particular audiences and purposes (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Choose Forms**

*Students will be able to:*

**4.1.2** use a variety of forms for particular audiences and purposes (*continued*)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Sample List of Text Forms (*continued*)

**Oral Texts**

Advertisements  
Announcements  
Ceremonies (religious and secular)  
Debates  
Formal and informal conversations  
Interviews  
Lectures  
Messages  
Oral stories and histories  
Plays and other performances  
Reports and presentations  
Songs and hymns  
Telephone conversations

**Multimedia Texts**

Comic strips  
Computer and board games  
Movies and films  
Slide/tape and video presentations/*PowerPoint*  
TV programs  
Websites

- As part of a daily/weekly current events program, students work in groups to dramatize a news story in class. As the group dramatizes, other students try to guess the 6 Ws of the news story. As students guess, write out the information on the blackboard. Students record the information in the form of a news summary.
- Students, working in groups, plan and construct a mural to represent a narrative or informational text read in class. Planning for the mural involves deciding on the main idea, the sequence of images (ideas), and supporting details.

GRADE

6

Specific  
Outcome

**Choose Forms**

*Students will be able to:*

**4.1.2** use a variety of forms for particular audiences and purposes (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**



*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Organize Ideas**

*Students will be able to:*

- 4.1.3** focus use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Paragraph Frames: Provide instruction in the use of paragraph frames to enable students to learn about the critical attributes of a variety of paragraphs.
- The following sample frames for narrative, explanatory, persuasive, and descriptive paragraphs can assist students in their writing. Students can use the questions that appear in the checklists for each type of paragraph to assess their own writing. They can also use them to offer specific suggestions to editing partners during peer writing conferences:

**Im Erzählungston schreiben**

1. Suche dir ein interessantes Thema aus.
2. Überlege dir, welche Erzählerperspektive du gebrauchen wirst (Als Teilnehmer gebrauchst du 'ich'; als Zuschauer gebrauchst du 'er' oder 'sie').
3. Liste die Geschehnisse der Reihe nach auf.
4. Überlege dir, ob alle Sätze so deutlich und alle Wörter so effektiv wie möglich sind.
5. Versichere, dass der Anfang interessant ist, damit der Leser zu Ende liest.
6. Versichere, dass der Leser am Ende weiß, dass es das Ende ist. Vielleicht machst du eine zusammenfassende Bemerkung oder erzählst, wie sich die Hauptpersonen fühlen.

**Schülercheckliste**

1.  Zieht dich der Anfang in die Geschichte hinein?
2.  Ist es deutlich, wer die Geschichte erzählt?
3.  Gibt es eine logische Reihenfolge?
4.  Ist die Geschichte klar und leicht zu verstehen?
5.  Gibt es verschiedene Satzstrukturen im Text?
6.  Kommt die Geschichte zu einem klaren Ende?
7.  Bist du mit dem Ende zufrieden?

**Organize Ideas***Students will be able to:*

- 4.1.3** use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use organizational patterns from other texts in his/her own compositions?
- use a variety of organizational patterns?
- adapt patterns for use in his/her own compositions?

 **Checklists or Rubrics**

Develop a checklist or rubric that addresses the student's ability to use a variety of text organizers to develop and arrange ideas to their own oral, written, and visual texts.

 **Anecdotal Records**

Observe in a variety of contexts and notes if students are able to adopt models they have heard, read, or viewed to enhance their own oral, written, and visual texts.

 **Self-Assessments**

Students monitor their own learning using completed graphic organizers that have been modelled by the teacher to determine if they have effectively developed and arranged ideas in their own creations.

 **Conferences**

Conference with students to assist, direct, and assess their use of graphic organizers to develop and plan personal creations.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Organize Ideas**

*Students will be able to:*

- 4.1.3** focus use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts *(continued)*

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Paragraph Frames *(continued)*

**Explanatory Paragraphs**

1. Decide on an interesting topic.
2. List the main steps in proper order.
3. Start your paragraph with a topic sentence or introductory sentence. Consider using a sentence or two to catch the reader's attention before you write your actual topic sentence.
4. Select the best signal words to indicate order (first . . . finally).
5. Expand your steps into sentences, adding whatever explanations are necessary.
6. Write a good closing sentence to end your paragraph.

**Explanatory Paragraph Checklist**

1.  Is the topic sentence clearly worded?
2.  Is it clear what is being explained?
3.  Are the steps in the correct order?
4.  Are the steps clearly stated and easy to follow?
5.  Are the best signal or transition words used?
6.  Does the paragraph have a good closing sentence?

**Persuasive Paragraphs**

1. Choose an interesting topic.
2. Make a list of arguments.
3. Anticipate the opposing side's arguments.
4. Write a topic sentence, stating your view in a convincing way.
5. Put your weakest argument following your topic sentence.
6. Write your strongest argument last.
7. Write a strong closing or summary sentence.

**Persuasive Paragraph Checklist**

1.  Is the topic sentence clearly worded?
2.  Does the topic sentence state the view clearly?
3.  Have you anticipated the opposing arguments?
4.  Does the order of arguments seem best for the intended audience? If not, reorder the arguments.
5.  Are the arguments clearly stated?
6.  Will the arguments convince the audience?
7.  Is the closing or summary sentence effective?

**Organize Ideas***Students will be able to:***4.1.3** use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Organize Ideas**

*Students will be able to:*

- 4.1.3** use listening, reading, and viewing experiences as models for organizing ideas in their own oral, written, and visual texts *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Paragraph Frames *(continued)*

**Descriptive Paragraphs**

1. Descriptive writing requires choosing the exact words. Choose an interesting topic and make a list of effective descriptive words.
2. Choose words and phrases that will create pictures in the reader's mind by appealing to the five senses of sight, smell, touch, taste, and hearing.
3. Start your paragraph with a sentence that gives a hint of what is to be described. It need not be a topic sentence. Sometimes the author does not tell us precisely what is being described until the last sentence.
4. Organize your description in an interesting way to give the reader a clear impression in his/her mind.

**Descriptive Paragraph Checklist**

1.  Have you used the best possible descriptive words?
2.  Does the description create detailed impressions in your mind?
3.  Is the description accurate and vivid?
4.  Does it appeal to the five senses?
5.  Is it arranged in a logical order?
6.  Is the description clearly stated with a variety of colourful, descriptive words?

- Students record the major events of a story they have read in German onto a story map. They later retell the story using the story map as a guide.
- Students use a poetry frame such as a cinquain or haiku to create an original poem.
- Students write a persuasive paragraph in German with the assistance of a sample paragraph and persuasive paragraph checklist.
- Provide opportunities for students to respond to texts in visual ways, using what they have learned about visual literacy. For example, they may respond to poetry using colour, shape, and line in their representation, but not words. They may respond using mime or dance.

**Organize Ideas***Students will be able to:***4.1.3** use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Appraise Own and Others' Work**

*Students will be able to:*

- 4.2.1** share own stories and creations in various ways with peers, and give support and offer feedback to peers, using pre-established criteria

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Two students have developed the first draft of a picture book, with the written text and quick sketches. They work together to revise their first draft.  
Student 1: When I read this out loud, I notice most of our sentences start the same way.  
Student 2: Let's try to find more interesting sentences beginnings and make our illustrations more colourful.
- A student jots down some questions to ask during an editing conference about his work. For example:
  - Does my story make sense?
  - Are my verb conjugations correct?
 After the conference, students decide to rearrange the sequence of events/improve the introduction/write a better conclusion.
- Students complete goal-setting statements or self-evaluation rubrics while working on a research project. For example:
 

Today I \_\_\_\_\_  
 What went well? Why? \_\_\_\_\_  
 What did not go well? Why? \_\_\_\_\_  
 Tomorrow I will \_\_\_\_\_
- As students share their stories using the author's chair, their classmates make thoughtful and helpful comments, using sentence frames. For example:
  - I couldn't understand why \_\_\_\_\_. Can you explain some more about that?
  - Your characters were very interesting. I liked the way they \_\_\_\_\_.

**Appraise Own and Others' Work***Students will be able to:*

- 4.2.1** share own stories and creations in various ways with peers, and give support and offer feedback to peers, using pre-established criteria *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- revise his/her own composition?
- participate in peer and self revision of compositions?
- demonstrate knowledge of revision processes and responsibilities?
- demonstrate appropriate interaction skills within the peer revision processes?
- participate in developing criteria for revision?

 **Anecdotal Records**

Observe students as they share their own stories and work in a variety of contexts. Note how they offer support and feedback and how they respond to feedback from peers.

 **Checklists**

Create checklists that establish criteria for revision and use these as part of the assessment process.

 **Rubrics**

Use the Focus for Assessment criteria to create rubrics that describe levels of performance. Students should be familiar with the criteria.



*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Appraise Own and Other's Work**

*Students will be able to:*

- 4.2.1** share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students brainstorm criteria for evaluating children's magazines.

Kriterien	Bewertungsskala					Kommentare
	schwach	ausgezeichnet				
	1	2	3	4	5	
– Inhaltsverzeichnis						_____
– Artikel						_____
– Sonderbeiträge						_____
– Zeichnungen/Graphiken						_____
– Aktivitäten						_____
– Interessenniveau						_____

- Students use an established checklist to revise an advertisement for a school play.

Inhalt	Ja	Nein
Spricht meine Werbung meine Zielgruppe an?	<input type="checkbox"/>	<input type="checkbox"/>
Ist der Inhalt passend für die Zielgruppe?	<input type="checkbox"/>	<input type="checkbox"/>
Habe ich alle wichtigen Angaben erwähnt?	<input type="checkbox"/>	<input type="checkbox"/>
Sind die Illustrationen und der Schrifttyp passend zum Thema?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organisation</b>		
Ist alles in einer logischen Reihenfolge?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Wortwahl</b>		
Sind meine Wörter passend für die Zielgruppe und das Thema?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Rechtschreibung</b>		
Habe ich alles richtig buchstabiert?	<input type="checkbox"/>	<input type="checkbox"/>

**Appraise Own and Others' Work***Students will be able to:*

- 4.2.1** share own stories and creations in various ways with peers, and give support and offer feedback to peers, using pre-established criteria *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES
 **Thinking about My Composing**

Encourage students to review their own creations using a self-assessment questionnaire like the sample below. This fosters self-reflection and the development of a plan for future work.

<b>Über mein Schreiben nachdenken</b>	
Name: _____	Datum: _____
Mein Titel	
Zwei Aspekte, auf die ich stolz bin:	
Was ich zur Verbesserung gemacht habe:	
Wo ich noch Verbesserungen machen kann:	

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Revise Content**

*Students will be able to:*

**4.2.2** revise for content, organization, and clarity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- After students complete a first draft piece of writing, they revise their work by answering questions, such as:
  - Do I have enough information?
  - What parts need to be taken out?
  - Are any parts of my writing confusing?
  - Is everything in the proper order?
- When revising a story, students edit for correct verb tense to make sure it is clear when the action occurs.
- When revising a story, students look for and correct improper pronoun usage.
- Students use organizers in their notes, such as headings, to assist in writing their ideas into paragraphs that have a clear focus and supporting details.
- Invite students to read a story displayed on overhead transparencies, and discuss how it could be divided into paragraphs to assist reader comprehension.
- Students complete a peer edit on one another's writing using a pre-established checklist.
- Students practise "short cuts for revision" strategies for revising their work. Strategies such as the use of arrows, self-stick notes, and coloured highlighter pens make revision easier.
- Students make revisions to inputted text by using word processing software to insert, cut, and paste text within and between documents.
- Model revision procedures with grade-appropriate texts on the overhead projector using a think-aloud process. Students participate in guided practice as a whole class, in small groups, and then individually. Students are encouraged to read their text aloud, to ask questions, and to keep a revision record up-to-date when revising work.
- Students double-space their work to aid revision. Using scissors and tape, students cut and paste text when revising their work. Students practise using word processing software to insert, cut, and paste text within and between documents.

**Revise Content***Students will be able to:***4.2.2** revise for content, organization and clarity (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize the need for revision?
- revise his/her work independently?
- revise the content of work?
- revise work for clarity?
- organize thoughts for effective communication?
- eliminate unnecessary information?
- explain why information was eliminated?

 **Peer/Self-Assessment**

Peer/self-assessment using checklists/rubrics provide ongoing feedback about students' abilities to revise for content, organization, and clarity. See German BLMs for templates.

 **Checklists**

Develop a revision checklist based on the Focus for Assessment criteria. Dates and include the context of each observation. Use the data to guide instruction and to note progress over time.

 **Conferences**

Discuss with students aspects of revision such as:

- areas that presented a problem
- an action plan to implement revisions

 **Portfolios**

Students select work samples that show their abilities to revise for interest, ideas, and sequence. Have students date all draft copies and related checklists to be included with their piece. Students include their reflections with completed statements like the following:

**Revisions and Reflections**

I chose this piece because \_\_\_\_\_

The best aspect of my piece is \_\_\_\_\_

The teacher's comment about my piece was \_\_\_\_\_

A peer's comment about my piece was \_\_\_\_\_

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Revise Content**

*Students will be able to:*

**4.2.2** revise for content, organization, and clarity (*continued*)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Invite students to help develop a class chart or checklist to be used as a revision guide for informational text.

### Revising My Work in Progress

Name \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

- I read my work aloud to myself to hear what it sounds like.
- My writing makes sense.
- I have enough information for my audience to understand my topic.
- My work is interesting for my audience.
- I have new ideas and information.
- My information is presented in a logical order or sequence.
- I took out unnecessary information.
- I have repeated important ideas in different ways.
- My writing creates an interesting impression.
- I have made good word choices.

- Model revision procedures with grade-appropriate texts on the overhead projector using a think-aloud process. Students participate in guided practice as a whole class, in small groups, and then individually.
- Students double-space their work to aid revision. Using scissors and tape, students cut and paste text when revising their work.
- Students practise using word processing software to insert, cut, and paste text within and between documents

**Revise Content***Students will be able to:***4.2.2** revise for content, organization, and clarity (*continued*)SAMPLE **ASSESSMENT** STRATEGIES **Self-Assessments**

Students self-assess and record their revising skills according to a checklist revision record. For example:

<b>My Final Revision Checklist</b>	
Name _____	Date _____
Title _____	
<input type="checkbox"/> I read my work aloud to myself. <input type="checkbox"/> I added new information and ideas. <input type="checkbox"/> I made my work interesting. <input type="checkbox"/> I took out (deleted) ideas that were not needed. <input type="checkbox"/> I changed the order (sequence) of information to make sense. <input type="checkbox"/> I asked someone for help (peer conference). I listened to my classmates' suggestions.	

<b>Was man mir empfiehlt</b>	
Name: _____	Datum _____
Texttitel _____	
Feedback/Empfehlungen von anderen:	
1. Klassenkamarade	
a) im Partnergespräch	
Änderungsvorschläge	was ich geändert habe
b) beim Vorlesen (Autorenstuhl)	
Änderungsvorschläge	was ich geändert habe
2. Lehrer/Lehrerin	
Änderungsvorschläge	was ich geändert habe
3. Ich als Selbstkritiker	
Änderungsvorschläge	was ich geändert habe

General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.2 Enhance and Improve

GRADE

6

Specific Outcome

**Enhance Legibility**

*Students will be able to:*

**4.2.3** write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Working in groups, students create brochures that present their school to new students. They use colour, line, shape, font styles, and appropriate spacing to develop a layout that effectively presents their message.
- Students create posters to announce school events such as Christmas concerts and German cultural events, using their best handwriting, calligraphy, or available technology to format attractive posters.
- Students participate in timed writing practice drills to help increase their pace while maintaining legibility.
- Students write thank-you letters to a guest speaker using their best handwriting, templates, stencils, or available technology.
- In pairs, students examine and compare handwritten letters from German-speaking countries and Canada, noting similarities and differences.
- Students study samples of German greeting cards. Students use their best handwriting to create unique cards and use their distinctive signatures. Students may use calligraphy, templates, or attractive stencils in making their cards by hand, or they may use available technology to create cards. Students send these cards to their classmates or family members to celebrate special occasions or achievements.

**Enhance Legibility***Students will be able to:*

- 4.2.3** write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate(*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- develop a legible personal style of handwriting?
- choose formatting appropriate to content, audience, purpose?
- use desktop publishing skills?
- write legibly?
- demonstrate consistency in alignment, shape, slant, and spacing of letters?
- write at an appropriate pace for context and purpose?
- demonstrate pride and enjoyment in producing legible written work?
- identify areas for improvement in written work?
- select and use a variety of formatting options appropriate to audience and purpose?
- show progress in keyboarding accurately (if technology is available)?
- show progress in using a word processing program (if technology is available)?

 **Anecdotal Records**

Observe students in a variety of authentic writing contexts to assess the legibility and pace of their handwriting. Do the students have a positive attitude to handwriting? Is there a need to review certain letter formations or to consider alternatives to handwriting? If technology is available, observe students' abilities to select and use a variety of formatting options, according to purpose and audience.

 **Work Samples**

Collect data samples of students' work as a record of progress over time. Student work samples might include labels, captions, poems, menus, and invitations.

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and include the context of each observation to determine progress over time and to inform instruction.



*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Enhance Legibility**

*Students will be able to:*

- 4.2.3** write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Working in groups, students create brochures that present their school to new students. They use colour, line, shape, font styles, and appropriate spacing to develop a layout that effectively presents their message.
- Students create posters to announce school events such as Christmas concerts and German cultural events, using their best handwriting, calligraphy, or available technology to format attractive posters.
- Students participate in timed writing practice drills to help increase their pace while maintaining legibility.
- Students write thank-you letters to a guest speaker using their best handwriting, templates, stencils, or available technology.
- In pairs, students examine and compare handwritten letters from German-speaking countries and Canada, noting similarities and differences.
- Students study samples of German greeting cards. Students use their best handwriting to create unique cards and use their distinctive signatures. Students may use calligraphy, templates, or attractive stencils in making their cards by hand, or they may use available technology to create cards. Students send these cards to their classmates or family members to celebrate special occasions or achievements.

**Enhance Legibility***Students will be able to:*

- 4.2.3** write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES
 **Self-Assessment**

With students' input, develop a self-assessment checklist to monitor their progress in creating neat, legible work and to guide them in increasing their proficiency with script and with page formatting. Observe and discuss students' use of the checklist. Criteria such as the following may be included:

<b>Welchen Eindruck mache ich schriftlich? Schülercheckliste</b>		
Name: _____ Datum: _____		
	Ja	Nein
Meine Buchstaben sind alle deutlich.	<input type="checkbox"/>	<input type="checkbox"/>
Meine Buchstaben haben alle die richtige Form.	<input type="checkbox"/>	<input type="checkbox"/>
Der Abstand zwischen meinen Buchstaben ist gleichmäßig.	<input type="checkbox"/>	<input type="checkbox"/>
Ich halte mich an die Linien.	<input type="checkbox"/>	<input type="checkbox"/>
Der Abstand zwischen meinen Wörtern ist gleichmäßig.	<input type="checkbox"/>	<input type="checkbox"/>
Ich radriere meine Fehler vorsichtig weg.	<input type="checkbox"/>	<input type="checkbox"/>
Ich streiche meine Fehler vorsichtig durch.	<input type="checkbox"/>	<input type="checkbox"/>
Am Computer kann ich jetzt besser tippen als zuvor.	<input type="checkbox"/>	<input type="checkbox"/>
Mit dem Computer kann ich jetzt besser Text formatieren als zuvor.	<input type="checkbox"/>	<input type="checkbox"/>

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Enhance Artistry**

*Students will be able to:*

- 4.2.4** choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students think of three different ways of introducing a presentation. For example:
  - start with humorous anecdotes
  - start with personal experience
  - start with the main points of the presentation
 Students decide which will be effective and interesting for the audience.
- Students identify coordinate and subordinate conjunctions such as *und, aber, dass, weil*, in sentences such as:
  - *Der Junge stolperte über den Stein, aber tat sich nicht weh.*
  - *Meine Mutter sagte, dass ich lieb bin.*
  - *Das Kind spielte mit dem Hund und der Katze.*
- After writing their letters, students notice that most of the sentences start with “*Ich*,” so they combine some sentences.
- Students brainstorm lists of words to help them write a comparative poem.

<i>schnell</i>	<i>schneller</i>	<i>am schnellsten</i>
<i>Stefan</i>	<i>Hund</i>	<i>Düsenflugzeug</i>
	<i>Fahrrad</i>	<i>Rakete</i>
		<i>Rennauto</i>

*Schnell, Schneller, Am Schnellsten*

*Stefan läuft schnell.*

*Sein Hund läuft schneller.*

*Aber die Rakete ist am schnellsten.*

- Students find good examples of superlatives in advertisements or sports stories, discuss their effectiveness, and then use them in their own work.
- When writing a story with narration and dialogue, students use the past tense for narration and the present tense for dialogue.
- When writing a haiku, students carefully choose words that create a visual image and that have the appropriate number of syllables.
- To enhance the message of a collage, students add letters and words cut from magazines.

**Enhance Artistry***Students will be able to:*

- 4.2.4** choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- choose language to enhance meaning and emphasis?
- choose sounds and sound effects to enhance meaning and emphasis?
- choose images to enhance meaning and emphasis?
- choose appropriate transitional devices to enhance meaning and emphasis?
- revise to enhance the clarity and artistry of oral, literary, and media text through choice of particular language, sounds, images, and transitional devices?
- use varied sentence lengths and structures (including compound sentences)?
- revise for clarity and artistry (use poetic and figurative language)?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Date and include the context of the observations to note progress over time.

 **Anecdotal Records**

Focus on students' word choices for clarifying and enhancing meaning. Do students experiment with words drawn from the dialogues, language experience activities, literature, and oral language development activities?

 **Clozes**

Focus assessment on students' abilities to get meaning from context and to predict words that make sense and are grammatically correct.

 **Work Samples**

After students have received explicit instruction and guided practice in using descriptive words and varied sentence patterns, assess original oral and written texts for their use of descriptive words and varied sentence patterns.

 **Portfolio Conferences**

With student input, review and discuss their progress in using descriptive language and a variety of sentence patterns in their work over time.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Enhance Artistry**

*Students will be able to:*

**4.2.4** choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students collect unique German phrases, vocabulary, or idiomatic expressions as they listen to, read, or view a variety of texts. Students may create a picture dictionary or a graffiti wall of these unique and interesting phrases. For example, “*Der Apfel fällt nicht weit vom Stamm.*” “*Du kannst zwei Fliegen mit einer Klappe schlagen.*”
- After reading a story, students identify simple and compound sentences from selected passages shown on an overhead projector. Students look for examples of similar sentence types in their own writing.
- Students, working in small groups, practise how to use descriptive words to enhance clarity of their sentences. Provide each group with a two- or three-word sentence. Students add appropriate adjectives and adverbs as single words and in phrases.
- Using an overhead projector, invite students to watch you model how to combine several short sentences into longer, more interesting, complex ones. Students, working in pairs, practise combining sentences. Students may later choose a personal piece of writing to revise by combining sentences.
- After writing a descriptive paragraph, students underline words that could be more specific to the subject or more interesting to the reader and make other word choices.
- Provide students with a list of transition or signal words that could be placed in their writing folders.
- With student input, develop lists of words that students may use to clarify and enhance their original texts. As the words are brainstormed, they can be placed in categories. (See German BLMs for a list of transition words.)

<b>Signalwörter</b>	
Signalwörter, die Ideen verbinden	Signalwörter, die Vergleiche ziehen
Signalwörter, die Reihenfolgen ausdrücken	Signalwörter, die Ideen entwickeln und zusammenfassen

**Enhance Artistry**

*Students will be able to:*

**4.2.4** choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Enhance Artistry**

*Students will be able to:*

- 4.2.4** choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students, working with a partner, choose a story they have read in class and complete a story pyramid using the following format and instructions.
  - Zeile: in einem Wort das Thema/die Hauptperson nennen.*
  - Zeile: in 2 Wörtern den Schauplatz beschreiben.*
  - Zeile: in 3 Wörtern eine Figur beschreiben.*
  - Zeile: in 4 Wörtern eine andere figure beschreiben.*
  - Zeile: in 5 Wörtern der Konflikt beschreiben.*
  - Zeile: in 6 Wörtern ein Geschehen beschreiben.*
  - Zeile: in 7 Wörtern ein anderes Geschehen beschreiben.*
  - Zeile: in 8 Wörtern die Lösung/Endung beschreiben.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

**Enhance Artistry***Students will be able to:***4.2.4** choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**



General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.2 Enhance and Improve

GRADE

6

Specific Outcome

**Enhance Presentation**

*Students will be able to:*

**4.2.5** prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Review vocabulary and lead students to brainstorm a list of words relating to heroes. They arrange the words into categories to create webs.
- To better remember the parts of an airplane, students sketch the airplane and label each part (e.g., propeller, fuselage, wings, tail, ailerons, horizontal stabilizer, elevators).
- Invite students to record information they have researched about a weather phenomenon on retrieval charts provided for them.
- Students prepare a book talk on a German story or book they have read using a story map template.
- Students use an organizer in the form of a checklist to help them in reading and including all elements for a detailed composition.

**Enhance Artistry***Students will be able to:***4.2.5** prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use pre-established organizers, templates, and presentation techniques to prepare reports, compositions, presentations, inquiry, and research projects?

 **Observations**

Observe students as they prepare presentations, reports, and projects using templates or pre-established organizers. Determine the level of support and type of mini-lessons students require.

 **Portfolios**

Students select samples of work that represent their use of pre-established organizers. Samples should reflect progress over time and all work should be dated.

 **Self-Assessments**

Students reflect on and assess their work by completing self-assessment checklists or a response guide.

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Observe students during the composing process. Date and include the context of the observation to note progress over time. The data is used to guide instruction.

 **Rubrics**

With student input, use rubrics developed during instruction to assess the organization, neatness, and integration of visual and audio effect. Students identify and discuss their strengths and needs according to the rubric.

 **Portfolios**

Students select samples of completed work that reflect their attempts at enhancing their original texts. Samples should reflect progress over time and students should provide reasons for their choices.

 **Conferences**

Conference with students about their texts. Use data from checklists, rubrics, and self-assessments to guide the conference. Provide encouragement and positive feedback.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Enhance Presentation**

*Students will be able to:*

- 4.2.5** prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students use an organizer in the form of a checklist to help them in reading and including all elements for a detailed composition.

<b>Report Checklist</b>	
Name: _____	Date: _____
Topic: _____	
<input type="checkbox"/> Review all the information. Add detail or delete repeated information, as necessary.	
<input type="checkbox"/> Choose a title for your report and headings.	
<i>For each category:</i>	
<input type="checkbox"/> Read all the information.	
<input type="checkbox"/> Organize the information.	
<input type="checkbox"/> Create an interesting sentence to introduce your topic.	
<input type="checkbox"/> Use interesting visuals (charts, diagrams, photographs).	
<input type="checkbox"/> Give examples or add details to make interesting paragraphs.	
<input type="checkbox"/> Write a strong ending.	
<input type="checkbox"/> Revise and edit.	
<i>Plan for Presentation</i>	
<input type="checkbox"/> Summarize report in point-form on note-cards for oral presentation.	
<input type="checkbox"/> Choose suitable props or artifacts for oral presentation.	
<input type="checkbox"/> Select suitable sound effects or background music.	

**Enhance Artistry**

*Students will be able to:*

**4.2.5** prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers *(continued)*

**SAMPLE ASSESSMENT STRATEGIES**

**Role-Play/Presentations**

When students make presentations and engage in dialogues they have practised, criteria may focus more on fluency and accuracy than when they are involved in spontaneous activities. For prepared presentations, criteria might include:

- presentation is fluent
- message is comprehensible
- pronunciation and intonation are appropriate and support communication
- information is appropriate and relevant
- grammar is correct
- language is appropriate to the situation/context

**Self-Assessments**

<b>Checklist for Organization</b>				
Name _____		Date _____		
Assignment _____				
Scale: 1 — Never				
2 — Sometimes				
3 — Usually				
4 — Always				
<i>My accomplishments</i>	Circle one			
I used titles or headings.	1	2	3	4
I remained on topic.	1	2	3	4
I wrote my ideas in an order that is easy to follow.	1	2	3	4
I wrote sentences to tell about the main idea of the paragraph.	1	2	3	4
I used visuals to explain my ideas and information.	1	2	3	4
I placed my visuals in the right places.	1	2	3	4
I neatly labelled my visuals.	1	2	3	4
I did well on the organization of this assignment because _____				
I would like to improve my organization skills by _____				

**Letters/Correspondence**

- clear, relevant, appropriate information
- includes interesting details
- asks questions (uses questions practised in class)
- includes personal information
- spelling and mechanics do not interfere with meaning
- uses a variety of vocabulary and language structures

General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.3 Attend to Conventions

GRADE

6

Specific Outcome

**Grammar and Usage**

*Students will be able to:*

**4.3.1** edit to eliminate sentence fragments and run-on sentences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students are given a text written with no punctuation or capitalization. Students must add appropriate punctuation with capitalization.
- Students practise writing effective sentences by participating in a “Daily Edit” exercise. Write an authentic message on the board or overhead that requires editing for sentence fragments and run-on sentences. Students work either individually or in small groups to make the necessary changes.
- Students work in pairs to edit one another’s journal entries for sentence fragments and run-on sentences. Authors then make the changes to their work.
- Read aloud a variety of sentences and ask students to use a checklist to identify them as sentence fragments, run-on sentences, or effective sentences.
- Invite students to edit a daily message written on the chalkboard or overhead that contains incomplete sentences. As students improve through their practice with this activity, they may assume the responsibility of writing the message for the class daily edit.
- Students work in pairs to edit one another’s original text for complete sentences. Each student has a copy of another student’s work. Students take turns reading their work while their partner monitors it for complete sentences. Authors then make suggested changes independently.

**Grammar and Usage***Students will be able to:***4.3.1** edit to eliminate sentence fragments and run-on sentences (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- edit own work?
- edit peers' work?

 **Peer/Self-Assessments**

With the students, develop checklists and feedback forms that they may use to assess themselves and other students.

 **Checklists**

Develop checklists based on the Focus for Assessment criteria to record students' skills in editing for complete sentences. Use the data to guide instruction.

 **Peer Editing**

Observe as students work in pairs to edit a text for complete sentences. Each student has a copy of the other student's work. Students take turns reading their work while the partner monitors it to suggest changes.

 **Conferences**

Use completed checklists and students' work samples to conference with students about the progress in editing for complete sentences.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Spelling**

*Students will be able to:*

- 4.3.2** know and apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students study and remember the spelling or formation of common words that are not phonically regular or follow typical spelling patterns (e.g., *Dehnungs-h Kohle*).
- Students refer to a dictionary or online dictionary to check the spellings of words they cannot spell correctly by using a sounding out strategy.
- Students brainstorm reasons why incorrect spelling is inappropriate (e.g., creates a bad impression, is misleading, interferes with the message, is sloppy).
- Students use the context and meaning of their writing to proofread for the correct usage of apostrophes and correct spelling.
- Students work in pairs to edit one another's work for misspelled words. Each student has a copy of his or her partner's work. Students read the piece together to identify misspelled words. Reading from the end of the text to the beginning may help some students focus on the spelling.
- With student input, prepare a class list of irregular words that students have difficulty spelling. This list is displayed in the classroom and when students encounter other words that pose spelling difficulties those words are added to the list. This list may be made into individual student bookmarks.
- Encourage students to develop metacognitive awareness of their spelling strategies by keeping a spelling log. Students use temporary spellings while drafting, and circle words that need to be verified or corrected. Students record their spelling attempts and their own reasons for their temporary spellings. They may include statements such as:
  - *Diese Woche lernte ich, ...*
  - *Ich möchte über \_\_\_\_\_ lernen.*
  - *Ich bin mir nicht sicher, ob \_\_\_\_\_.*
- Using an overhead projector, students, with teacher guidance, read a classmate's text looking for misspelled words. Then they discuss and correct any misspelled words.

**Spelling***Students will be able to:*

- 4.3.2** know and apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- predict the spelling of unfamiliar words using strategies and a problem-solving approach?
- use phonetic and non-phonetic patterns?
- know and apply spelling conventions using a variety of spelling strategies?
- use structural analysis or knowledge of word parts such as prefixes, suffixes, and roots?
- know and apply spelling patterns when editing and proofreading?
- confirm spelling of unfamiliar words using a variety of resources to confirm correctness?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria for assessing students' daily work to determine their developing skills and attitudes in using spelling strategies.

 **Pre and Post-Spelling Tests**

Together with students, analyze pre- and post-tests to determine areas of difficulty and to decide on effective spelling strategies.

 **Portfolios**

Students choose a range of written samples that show progress in spelling over time. Students should periodically study their samples to determine their spelling progress and to generate common spelling rules.

 **Spelling Interviews**

Interview students using their spelling log entries as a guide. Use the following questions:

- Why is spelling important?
- What do you do when you do not know how to spell a word?
- What do you do when you have not spelled a word correctly?

Use student responses to guide instruction.



*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Capitalization and Punctuation**

*Students will be able to:*

- 4.3.3** know and apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students compare the rules of capitalization and punctuation in German and English, noting similarities and differences (e.g., all nouns are capitalized in German, where they are not in English).
- Students assist the teacher in preparing a template or list of criteria for editing and proofreading written work.
- When writing a short story in German, students refer to a novel or story they have read to find models for the correct use of quotation marks in dialogue.
- Students, working in small groups, look at selections of German children’s literature to find examples of the various uses of capital letters, commas, quotation marks, and other punctuation. The findings are shared and discussed with others.
- The class and teacher create a list of “expected” writing conventions in German (what does a good piece of writing include?). The list remains posted in the classroom for reference. It should be noted in the list that conventions for capitalization and punctuation are different to some degree from German to English (e.g., all nouns are capitalized in German).

**Capitalization and Punctuation***Students will be able to:*

- 4.3.3** know and apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- apply capitalization and punctuation conventions in editing and proofreading
  - compound sentences?
  - titles?
  - headings?
  - salutations?
  - addresses?
  - dialogue?

 **Checklists**

Use checklists based on the Focus for Assessment criteria to determine students' development of proofreading and editing skills. Use checklists throughout the year to note progress over time.

 **Student-Teacher Conferences**

Conference with students about their editing and proofreading. Provide feedback and encourage accurate punctuation. Help students listen to themselves as they read their work to insert appropriate punctuation. Arrange an editing mini-lesson with students to focus on a skill such as how and when to use quotation marks.

 **Peer Conferences**

Have students photocopy their work and give a copy of a peer. Students read their work aloud while their peer edits or proofreads for capitalization and punctuation. The peer editor gives positive and corrective feedback.

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Share Ideas and Information**

*Students will be able to:*

- 4.4.1** prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- The class makes a graph showing the favourite novel studied from a list of novels read during the year.
- A student interviews another student at the beginning of the year and introduces that student to the rest of the class.
- As a class, students write an article for the school newsletter about a recent field trip or special activity. They include photographs and drawings.
- Students locate and choose visuals from various websites to enhance an oral presentation.
- For the school literature fair, students present a book talk and a diorama on a novel.
- After reading a novel, two students role-play their favourite scene for the class.
- Students present a speech to the class as though they were running an election for:
  - the class representative
  - the principal for the day
  - a councilor or mayor
- A student explains to a Grade 2 buddy how to draw a butterfly or construct a boat, and assists the buddy with the project.
- In groups, students gather data and create a graph showing the favourite field trip the class participated in during the school year.
- Students develop multimedia presentation using appropriate software (e.g., *PowerPoint*, *Hyperstudio*) to share information on topics they have researched.

**Share Ideas and Information***Students will be able to:*

- 4.4.1** prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- prepare effective presentations in a variety of forms, such as
  - interactive dialogues?
  - demonstrations?
  - dramatizations?
  - audio-visual representations?
  - visual arts representations?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria to determine students' skills in planning, preparing, and delivering presentations. Each observation is dated and the context noted. Review the checklists and note progress over time to guide conferences and instruction.

 **Rubrics**

When sharing information on a topic, does the student:

- organize working materials logically for easy access?
- develop his or her own guidelines?
- follow teacher-directed guidelines?
- engage the audience's attention?
- maintain the audience's attention?
- use clear, fluent, and expressive language?
- look at the audience when speaking?
- assume a comfortable posture?
- use appropriate gestures?
- bring closure to the presentation?
- make good use of presentation time?
- demonstrate effective group participation skills and strategies?
- recognize and use audience feedback?
- use interactions during presentations (respond to questions, etc.)?

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Share Ideas and Information**

*Students will be able to:*

- 4.4.1** prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Invite students to develop appropriate procedures for oral sharing of narrative text (storytelling, poetry, family stories, personal narratives) and informational text (research reports, personal news, and news events) that includes organizing the content, developing audiovisual aids, and planning the delivery. Record these procedures on charts or on individual sheets for photocopying. See examples below for narrative and informational text.

<b>Story Presentation—Narrative Text</b>
<p><b>Content Organization</b> Include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a beginning, middle, and end</li> <li><input type="checkbox"/> descriptive details of characters, setting, and events</li> <li><input type="checkbox"/> events in order</li> </ul>
<p><b>Audiovisual Aids</b> Plan to use some of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> story maps, storyboard, or story vine</li> <li><input type="checkbox"/> flannel board</li> <li><input type="checkbox"/> puppets or props</li> <li><input type="checkbox"/> illustrations</li> <li><input type="checkbox"/> sound effects</li> <li><input type="checkbox"/> background music</li> </ul>
<p><b>Delivery Plans</b> Plan to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use a good opener—capture audience attention</li> <li><input type="checkbox"/> set the purpose of the presentation</li> <li><input type="checkbox"/> speak fluently with expression</li> <li><input type="checkbox"/> look at the audience</li> <li><input type="checkbox"/> develop good posture</li> <li><input type="checkbox"/> use effective gestures</li> <li><input type="checkbox"/> use an effective closing presentation</li> <li><input type="checkbox"/> present for right length of time (not too long, not too short)</li> </ul>

**Share Ideas and Information***Students will be able to:*

- 4.4.1** prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES
 **Self-Assessment for an Oral Presentation**

Student may complete a self-assessment questionnaire after reflecting on their oral presentation in class.

<b>Oral Presentation Self-Check</b>	
Name: _____	Date: _____
Title of presentation: _____	
	Circle One
1. I had a plan for doing my presentation.	Yes No
2. I made this plan by myself.	Yes No
3. Someone helped me with this plan.	Yes No
4. I kept my work in one place.	Yes No
5. My work in progress was well organized.	Yes No
6. I practiced what I planned to say.	Yes No
7. I included illustrations, graphics, or artifacts.	Yes No
8. I included sound effects.	Yes No
9. My audience was interested in my presentation.	Yes No
10. My audience listened to what I had to say.	Yes No
11. I answered questions from the audience.	Yes No
12. The best thing about my presentation was _____	
_____	
13. One thing I could do better next time is _____	
_____	
14. One thing I would do the same next time is _____	
_____	
15. Overall I would rate my presentation as _____	
_____	
_____	

(See German BLMs for similar checklists in German.)

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Effective Oral and Visual Communication**

*Students will be able to:*

**4.4.2** use appropriate volume, phrasing, intonation, presentation space, nonverbal cues, such as body language and facial expression to enhance communication

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- When explaining a diagram, students give the audience time to look at the diagram before listening to the explanation.
- Students use strategies such as humour/cartoons, repetition of main point, logical order, examples, stories, and presentation tools such as the overhead projector or *PowerPoint*, charts, paper, and whiteboard, to highlight the main points of a presentation.
- After a trial run of a reader's theatre presentation, students brainstorm ways of making their presentation more effective.
- When role-playing a telephone interview in German, students practise appropriate greetings and proper telephone etiquette. Students speak clearly and politely, say "excuse me" when unable to hear what is said, and carefully ask questions. At the end of it, students thank the person being interviewed.
- Students assist the teacher in developing an assessment rubric for an oral presentation or role-play. The rubric will be used to provide teacher and peer feedback.
- Students, taking turns, do a simple one-minute oral presentation every day on a simple given topic or theme being studied (e.g., clothing, weather, news items, favourite food). Students are given time to prepare in advance.

**Effective Oral and Visual Communication***Students will be able to:*

- 4.4.2** use appropriate volume, phrasing, intonation, presentation space, non-verbal cues, such as body language and facial expression, to enhance communication  
(continued)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- deliver short oral presentations and reports?
- focus audience attention?
- modulate his or her voice appropriate for the ideas and information presented?
- use appropriate intonation for the ideas and information presented?
- express ideas and information clearly?
- express ideas and information purposefully?
- use facial expression to enhance ideas and information?
- use gestures to enhance ideas and information?
- take risks in attempting to communicate more effectively?

 **Checklists**

Develop a checklist to assess students' understanding and ability to use volume, intonation, facial expression, and gestures to support oral communication.

Aspekte	Lehrer/Partner		Selbst	
	Leistung	Kommentar	Leistung	Kommentar
Die Hauptpunkte sind verständlich.				
Die Angaben sind relevant u. passen zum Thema.				
Es gibt eine Vielzahl an Vokabeln und sprachlichen Strukturen.				
Es wird fließend gesprochen. (Pausen sind meistens nur an Satzenden.)				
Die Fragen werden gut beantwortet.				



*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

### Effective Oral and Visual Communication

*Students will be able to:*

- 4.4.2** use appropriate volume, phrasing, intonation, presentation space, non-verbal cues, such as body language and facial expression, to enhance communication  
(continued)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- When explaining a diagram, students give the audience time to look at the diagram before listening to the explanation.
- Students use strategies such as humour/cartoons, repetition of main point, logical order, examples, stories, and presentation tools such as the overhead projector or *PowerPoint*, charts, paper, and whiteboard, to highlight the main points of a presentation.
- After a trial run of a reader's theatre presentation, students brainstorm ways of making their presentations more effective.
- When role-playing a telephone interview in German, students practise appropriate greetings and proper telephone etiquette. Students speak clearly and politely, say "excuse me" when unable to hear what is said, and carefully ask questions. At the end of it, they thank the person being interviewed.
- Students assist the teacher in developing an assessment rubric for an oral presentation or role-play. The rubric will be used to provide teacher and peer feedback.
- Students, taking turns, do a simple one-minute oral presentation every day on a simple given topic or theme being studied (e.g., clothing, weather, news items, favourite food). Students are given time to prepare in advance.

**Effective Oral and Visual Communication***Students will be able to:*

- 4.4.2** use appropriate volume, phrasing, intonation, presentation space, nonverbal cues, such as body language and facial expression to enhance communication  
(continued)

**SAMPLE ASSESSMENT STRATEGIES** **Oral Presentations**

With students, rate each of the presentations presented in class as ST (strong), SA (satisfactory), MI (minimal), or NE (not evident).

Aspekte	Lehrer/Partner		Selbst	
	Leistung	Kommentar	Leistung	Kommentar
Die Hauptpunkte sind verständlich.				
Die Angaben sind relevant u. passen zum Thema.				
Es gibt eine Vielzahl an Vokabeln und sprachlichen Strukturen.				
Es wird fließend gesprochen. (Pausen sind meistens nur an Satzenden.)				
Die Fragen werden gut beantwortet.				

General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.4 Present and Share

GRADE

6

Specific Outcome

**Effective Oral and Visual Communication**

*Students will be able to:*

**4.4.2** use appropriate volume, phrasing, intonation, presentation space, non-verbal cues, such as body language and facial expression, to enhance communication  
*(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Teacher's Notes**

**Effective Oral and Visual Communication***Students will be able to:*

- 4.4.2** use appropriate volume, phrasing, intonation, presentation space, nonverbal cues, such as body language and facial expression to enhance communication  
*(continued)*

**SAMPLE ASSESSMENT STRATEGIES** **Conferences**

Record students' oral presentations and use the recording for individual or group conferences. The observation checklist may be used to guide the conference.

 **Self-Assessment**

Students need to be encouraged to reflect on their oral presentations or to improve their oral communication skills. Having students complete a questionnaire after viewing a recorded presentation may guide their self-reflection.

**Mein Vortrag—Schüler selbstbewertung**

Datum: \_\_\_\_\_ Name: \_\_\_\_\_

Thema \_\_\_\_\_

Nenne Beispiele die Folgendes beweisen:

1. Du hast Wichtiges mit deiner Stimme betont: \_\_\_\_\_  
\_\_\_\_\_
2. Du hast Wichtiges mit deinem Gesichtsausdruck betont. \_\_\_\_  
\_\_\_\_\_
3. Du hast Wichtiges mit deinen Handbewegungen betont.  
\_\_\_\_\_
4. Du hast Wichtiges mit deinen Körperbewegungen betont. \_\_\_\_  
\_\_\_\_\_
5. So hast du deine Zuschauer aufmerksam gemacht: \_\_\_\_\_  
\_\_\_\_\_

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**Attentive Listening and Viewing**

*Students will be able to:*

- 4.4.3** demonstrate critical listening and viewing behaviours, and show respect for the presenter

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Invite students to look at illustrations and watch a video on German Christmas, and describe the mood and emotions depicted in the illustrations and video.
- When preparing to make an oral presentation of a poem, students choose to vary the tone and speed of their speaking to convey the mood of poem.
- Students respond appropriately to the mood of a readers' theatre presentation and provide positive feedback, such as "I liked your play because...."
- Students respond appropriately to a classmate's *PowerPoint* presentation by providing either oral or written feedback in the form of "2 Hurrahs and a Hint." Prior to expecting students to give feedback to their peers in German, review or teach the necessary vocabulary.
- Students provide written feedback to classmates after oral presentations by completing feedback forms developed by the teacher with student input.

**Nach dem Vortrag—Zuschauer Reaktionen**

Datum \_\_\_\_\_

Sprecher \_\_\_\_\_

Thema \_\_\_\_\_

1. Was ich interessant fand war \_\_\_\_\_

2. So hast du meine Aufmerksamkeit gelenkt: \_\_\_\_\_

3. Vielleicht könntest du beim nächsten Mal \_\_\_\_\_

Unterschrift \_\_\_\_\_

**Attentive Listening and Viewing***Students will be able to:***4.4.3** demonstrate critical listening and viewing behaviours, and show respect for the presenter (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- listen/view actively and demonstrate comprehension?
- demonstrate appropriate verbal and non-verbal behaviours when participating as an audience?
- listen/view critically?

 **Anecdotal Records**

Observe and record students' audience behaviours. Date and note specific examples to determine students' developing skills in listening and responding to presentations.

 **Conferences**

Conference with students about the feedback slips completed by classmates. Help students consider what others have said in response to their presentations, and encourage them to consider suggestions when preparing for and presenting again.

 **Peer Assessments**

Peers may assess student presentations. An example of a peer assessment strategy is "Two Stars and an Idea."

Two things interesting about the person's presentation were:

- 1.
- 2.

A suggestion for the person to consider for his/her next presentation \_\_\_\_\_

\_\_\_\_\_

General Outcome

4

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

4.4 Present and Share

GRADE

6

Specific Outcome

**Attentive Listening and Viewing**

*Students will be able to:*

**4.4.3** demonstrate critical listening and viewing behaviours, and show respect for the presenter *(continued)*

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Teacher's Notes**

**Attentive Listening and Viewing***Students will be able to:*

- 4.4.3** demonstrate critical listening and viewing behaviours, and show respect for the presenter *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES
 **Self-Assessments**

Students reflect on their behaviour during class presentations and complete a self-assessment. Review necessary vocabulary and ask students to fill out a self-assessment form such as the following:

<b>Thinking About Myself As An Audience Member</b>		
Name _____ Date _____		
	Yes	No
1. I was quiet while the speaker was talking.	<input type="checkbox"/>	<input type="checkbox"/>
2. My eyes were on the speaker.	<input type="checkbox"/>	<input type="checkbox"/>
3. I used my body language to show the speaker I was listening.	<input type="checkbox"/>	<input type="checkbox"/>
4. I asked the speaker a question about the topic.	<input type="checkbox"/>	<input type="checkbox"/>
5. I paid attention when others asked the speaker questions.	<input type="checkbox"/>	<input type="checkbox"/>
6. I made a positive comment about the presentation.	<input type="checkbox"/>	<input type="checkbox"/>
7. I enjoyed the presentation.	<input type="checkbox"/>	<input type="checkbox"/>
8. I helped my classmates enjoy the presentation.	<input type="checkbox"/>	<input type="checkbox"/>
9. The best example of good audience behaviour I showed was: _____		
10. One way I could improve my audience behaviour is: _____		



*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**Share and Compare Responses**

*Students will be able to:*

**5.1.1** compare personal ways of responding and thinking with those of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students brainstorm a list of cheers to encourage fellow students during a sporting activity.
- Students share their opinions about a field trip to a museum, art exhibit, etc., using predetermined criteria.
- Students conduct a survey of fellow classmates about their opinions on a specific topic, and then create a graph or Venn diagram to show the results.
- When students disagree about whether or not they liked a book or movie, they explore the reasons for their differences.
- Students attend a German play, and then write a short critique on what they liked about the play and what they felt needed improvement. Students share their critiques with the class and discuss them.
- Students watch a video of a dance group from a German-speaking country. During the video, students choose one dance and one song, and write three reasons why the piece appeals to them. In pairs, students then share their responses.

**Share and Compare Responses***Students will be able to:*

- 5.1.1** compare personal ways of responding and thinking with those of others  
(continued)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share ideas and personal responses willingly?
- demonstrate awareness and acceptance of differing responses and perspectives?
- recognize similarities and differences between personal opinions and those of others?

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Date and record the context of the observations. Review the data to note progress over time.

 **Work Samples**

Analyze students' work to assess their willingness to describe personal ideas and experiences and to recognize others' points of view. Work samples may include students' self reflections or response journals.

 **Portfolios**

Students chose written work or graphic organizers such as Venn Diagram that illustrate comparisons between own and others' ideas and experiences.

 **Observations**

Observe cooperative learning groups to gather data on:

- students' willingness to share their own ideas and experiences
- students' willingness to listen to others' ideas and experiences
- students' skills in communicating their own ideas and experiences
- students' skills in acknowledging of others' ideas and experiences in a non-judgmental manner

 **Journals or Learning Logs**

Students reflect on the similarities and differences in ways of responding and thinking with classmates.

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.1** Develop and Celebrate Community

**Relate Texts to Culture**

*Students will be able to:*

**5.1.2** explore cultural representations in oral, literary, and media texts from various communities

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students compare versions of the same fairy tale from different cultures (e.g., *Cinderella*, *Popeliushka*, *The Rough-Face Girl* (Aboriginal story), *Yeh-Shen* (China), *Aschenputtel*—German).
- Students listen to a multi-ethnic radio station and compare elements of the broadcast to a German broadcast.
- Students explore various websites (e.g., [www.brama.com/art/christmas.htm](http://www.brama.com/art/christmas.htm)), and compare Christmas traditions as written on the website and common local practices (e.g., elements to compare: St. Nicholas, Christmas, caroling).
- Students view a variety of game shows/talk shows from a German-speaking country and discuss the similarities and differences between similar North American programs.
- Students view videos of Easter traditions in a German-speaking country and complete a Venn diagram to compare these traditions with those practised in their own community.
- While emailing with a class from a German-speaking country or another city, students are asked to share their favourite text (e.g., fairytale). Compare and contrast their likes and dislikes.

**Relate Texts to Culture***Students will be able to:*

- 5.1.2** explore cultural representations in oral, literary, and media texts from various communities (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- make connections between cultures and ideas represented in texts?
- recognize the similarities and differences in how like ideas are presented by different cultures?
- recognize specific styles or symbols used by a culture?
- use language relevant to a particular culture in presenting personal reflections on oral, literary, and media texts from a variety of cultures?

 **Anecdotal Records**

Observe students during large and small group discussions. Assess students' skills in explaining personal perspectives on culture and ideas represented in oral, literary, and media texts.

 **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Observe students in large and small group activities and note the context for each observation. Refer to the checklist throughout the year to note progress over time.

 **Portfolios**

Students choose work samples that reflect their best efforts in representing similarities and differences in cultures.

 **Work Samples**

Analyze work samples such as Venn diagrams, thinking maps, response journals, and learning logs to determine how students explore and record personal perspectives on cultural representations in oral, literary, and media texts.

**SAMPLE RESOURCES**

Website: <[www.brama.com/art/christmas](http://www.brama.com/art/christmas)>

General Outcome

5

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.1** Develop and Celebrate Community

GRADE

**6**

Specific Outcome

**Appreciate Diversity**

*Students will be able to:*

**5.1.3** connect the insights, thoughts, feelings, and experiences of individuals in oral, literary, and media texts to personal experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students read books and identify the challenges faced by the main characters. They make comparisons with their own lives.
- Students discuss how personal experiences contribute to the understanding of novels (e.g., playing sports, owning a pet, living in another province, losing a family member).
- When students disagree about whether or not they liked a book or movie, they explore the reasons for their differences.
- Students research a hero and write a short biography including their contributions.
- Using a Venn diagram or a comparison chart, students compare their lives with the life of a famous person.

**Appreciate Diversity***Students will be able to:*

- 5.1.3** connect the insights, thoughts, feelings, and experiences of individuals in oral, literary, and media texts to personal experiences (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- compare and relate individuals and situations portrayed in texts to his/her personal life?
- integrate others' ideas into his/her understanding of diversity?
- reflect on his/her own participation in various communities?
- understand his/her relationship to the communities of the past and future?

 **Self-Assessments**

Students may use the following questions to monitor their understanding of diversity, their personal participation, and responsibilities in a variety of communities:

<b>Mitgefühl für andere–Schülerselbstbewertung</b>			
Name _____		Datum _____	
Statement	immer	manchmal	nie
• Ich beteilige mich an Klassendiskussionen.			
• Ich beteilige mich aktiv am Leben innerhalb der Schule.			
• Ich beteilige mich aktiv am Leben außerhalb der Schule.			
• Ich vergleiche Menschen und Erlebnisse in Texten mit Menschen und Erlebnissen im Leben.			
• Ich versuche Menschen zu verstehen, die anders sind als ich.			
• Ich lerne gerne über Menschen von anderen Ländern/Provinzen/Städten/usw.			
• Ich übernehme innerhalb der Klasse gerne Verantwortung für etwas.			

 **Work Samples**

Review T-charts or Venn diagrams for evidence of students' skills in comparing and evaluating individuals and situations in text to real-life experiences.

 **Checklists**

Include criteria in a checklist that assesses a students' skills in comparing individual and situations portrayed in oral, literary, and media texts to their own personal experiences.

SAMPLE **RESOURCES**

Guest speakers from the German community

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**Celebrate Special Occasions**

*Students will be able to:*

- 5.1.4** select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students prepare thoughtful and relevant questions to ask presenters at a mock legislature session or class meeting.
- Students write a formal letter to their parents inviting them to attend an event, such as a celebration of learning or student-led conference.
- Students prepare a speech for a Grade 6 farewell celebration.
- Students prepare posters and invitations to school-based events.
- Students create three German language awards in bookmark format which they present to classmates whom they deem deserving (language criteria to be set by the teacher). This will occur at the end of the month in a traditional ceremony planned by the students.
- Every morning, choose five students to speak about a special event of their choice. Students must be ready to speak at any time.
- During a weekly Monday morning sharing session, students share and acknowledge one another's special news or accomplishments with verbal statements like "*Gut gemacht, ich gratuliere*".
- Students create a special "Student of the Week" award upon which they list that person's special qualities (e.g., *Du bist lieb. Du kannst gut Fußball spielen. Du kannst gut zeichnen. u.s.w.*).
- Students prepare, in advance, a short talk about a special event of their choice, such as a school spirit day, mini Olympics, or an awards ceremony.

**Celebrate Special Occasions***Students will be able to:*

- 5.1.4** select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate awareness of audience?
- use appropriate language?
- demonstrate an understanding of the role of language in portrayals of cultural, gender, age, and other groups?
- use appropriate body language?
- participate in new experiences to broaden the opportunities to learn?
- monitor his/her own use of language when engaged in a celebration?
- demonstrate self-assessment and respectful observation of others when engaged in a celebration?

 **Checklists**

Develop checklists that assess students' skills in responding positively to their own and others' accomplishments. All observations are dated and reviewed to note progress over time.

 **Anecdotal Records**

Note students' responses that acknowledge and celebrate achievements.

 **Self-Assessment**

Students complete self-assessments at regular intervals. These self-assessments may be placed in the students' portfolios.

<b>Wie nett ich doch gewesen bin - Schüler selbstbewertung</b>
Name: _____ Datum _____
Beschreibe, was du getan hast:
Ich habe _____ ein Kompliment gemacht. Das war für _____.
Ich habe mich bei _____ für _____ bedankt. Das war am _____ (z.B. Montag).
Ich habe _____ mit seinem/seiner/ihrer/ihrer _____ geholfen.
Ich habe in der Pause mal mit _____ gespielt. Dann war er/sie nicht so allein.
Ich habe am _____ (z.B. Montag) eine gute Note für _____ bekommen. Da war ich froh!



*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5,2** Encourage,  
Support, and  
Work with  
Others

**Co-operate with Others**

*Students will be able to:*

**5.2.1** assist group members to maintain focus and complete tasks

### SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students assume the roles of editor, illustrator, and writer, and collaborate together to write news articles for a classroom newspaper.
- While making a paper plane, a student has difficulty getting the wings symmetrical and seeks help from another.
- After reading a story, students develop their own character webs on the main character, compare their individual webs with one other student, and create a third web combining the best of their work.
- When starting a research project, a group of students discuss preferences for assigning tasks. The class brainstorms for possible phrases, such as:
  - *Ich möchte gern . . . , weil*
  - *Ich möchte lieber, weil*
  - *Ich kann . . . , weil*
  - *Ich interessiere mich für . . .*
- Students complete a mid-project, a final peer evaluation, and a final evaluation based on pre-established criteria. Students must use three adjectives to describe their group members' performance. Provide a list of adjectives to choose from.
- When leading a group meeting, a student asks another student to record solutions to the problem being discussed (e.g., *Wer möchte der Gruppenleiter sein? Wer möchte aufschreiben? Wer möchte für das Projekt verantwortlich sein?*)
- Students learn the language they need for co-operative group work by watching and listening carefully as the teacher models the language and behaviours of attentive listening, giving encouragement, praising accomplishments, and clarifying ideas and responses. The vocabulary necessary for co-operative group work in German is posted in the classroom for student reference. Students practise this vocabulary through role-plays and repetition.

**Co-operate with Others***Students will be able to:***5.2.1** assist group members to maintain focus and complete tasks (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- remain on task consistently during group work?
- use task maintenance behaviours to help the group maintain or regain focus?
- participate in group problem-solving related to productivity and other group issues?
- use problem-solving techniques?

 **Checklists**

Use checklists based on the Focus for Assessment criteria to monitor students' cooperative behaviours. Circulate among groups during small-group work to observe behaviours.

 **Conferences**

Conference with cooperative learning groups to review group processes, provide feedback on observations made, and discuss ways to improve the cooperative learning process.

 **Quick Checks (Thumbs Up/Down)**

Use a Quick Check to determine how students feel about the way they worked on a cooperative activity. Students show a “thumbs up” if their group worked well. They show a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick Checks may be used when time does not permit using an extended checklist.

 **Self-Assessments**

Students complete self-assessment forms to self-report on personal contributions to group success and use of German during group activities. Students can use checklists, diaries, or learning logs.

**SAMPLE RESOURCES**

*PowerPoint* software

Newspapers from German-speaking countries can be downloaded or accessed on the Internet

General Outcome

5

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5,2** Encourage,  
Support, and  
Work with  
Others

GRADE

6

Specific  
Outcome

**Work In Groups**

*Students will be able to:*

**5.2.2** select and assume roles to assist in the achievement of group goals

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students discuss possible topics to research on Germany.  
Student 1: Our neighbours took a trip to Germany, so tourism would be good.  
Student 2: Whenever we study a new country, we study the customs, so let's put that down.  
Student 3: I know there are a lot of old castles in Germany, so we should find out about their history.  
Student 4: I wonder what foods they eat? We could find out about that.
- A group of students discusses and assigns roles to make a brochure (e.g., graphics, locating information, writing, layout). As they put the brochure together, they find they have too much print information and decide if they should make the brochure bigger, use smaller print, summarize the information with key points, or use a visual.

**Work In Groups***Students will be able to:***5.2.2** select and assume roles to assist in the achievement of group goals *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate knowledge of various group roles and their responsibilities?
- select and assume specific roles and use them in a group task?
- choose roles appropriate to the specific task?
- provide feedback about group roles and how effectively they were carried out?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Observe students as they engage in small-group discussions and record students' question-asking patterns.

 **Self-Assessments**

Students complete self-assessments that indicate their engagement in small-group or paired discussions. Questionnaires can be created based on the following sample.

<b>In der Gruppe mitmachen—Schüler selbstbewertung</b>			
Name: _____ Datum: _____			
Gruppenmitglieder: _____			
	immer	manchmal	fast nie
Ich höre zu wenn andere sprechen.			
Ich stelle Fragen, die zum Thema passen.			
Ich beantworte Fragen ehrlich.			
Meine Antworten passen zum Thema.			
Ich höre zu, wenn andere meine Fragen beantworten.			
Ich warte bis ich an die Reihe komme.			
Ich unterbreche andere, wenn sie sprechen.			
Ich mache negative Bemerkungen.			
Wenn ich einen Gedanken schlecht finde, reagiere ich gegen die Person, die ihn ausspricht.			
Wenn ich einen Gedanken schlecht finde, sage ich warum der Gedanke nicht gut ist. (Das geht nicht, weil...)			
Ich helfe meiner Gruppe, eine gute Diskussion zu haben.			

 **Conferences**

Conference with students to reinforce positive communication behaviours as well as to address discrepancies between students' self-assessment reports and the behaviours that are actually observed.

General Outcome

5

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5,2** Encourage,  
Support, and  
Work with  
Others

GRADE

6

Specific  
Outcome

**Use Language to Show Respect**

*Students will be able to:*

**5.2.3** demonstrate sensitivity to appropriate language use and tone when communicating orally

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Following a mini-lesson on formal introductions, a student prepares a short welcome and introduction for a guest speaker at a Grade 6 graduation/farewell.
- Students address guests to the school using the appropriate form “*Sie*.”
- Students use appropriate greetings such as “*Herzlich Willkommen, Guten Tag, Hallo, Tschüss, Aufwiedersehen, Ciao*.”
- In small groups, students choose a variety of poetry selections to present orally in class.

**Use Language to Show Respect***Students will be able to:***5.2.3** demonstrate sensitivity to appropriate language use and tone when communicating orally (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- select and use language appropriate to the context?
- demonstrate knowledge of the elements that make up oral communication including tone, volume, intonation, word choice, register, and non-verbal cues?
- demonstrate understanding of a range of socially and culturally appropriate verbal and non-verbal language use?
- monitor his/her own language use, recognizing the need for language change/adaptations for different social and cultural experiences?
- apply culturally appropriate greetings at appropriate times?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 **Conferences**

Conference with students to reinforce positive communication behaviours as well as to address discrepancies between students' self-assessment reports and the behaviours that are actually observed.

 **Anecdotal Records**

Record examples of students' behaviours that show appreciation of variations in language use. All observations should be dated.

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5,2** Encourage, Support, and Work with Others

### Evaluate Group Process

*Students will be able to:*

**5.2.4** assess their own contributions to group process, set personal goals for enhancing work with others, and monitor group processes, using checklists

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- After working in a group, individual students complete a self-assessment, such as:

How I Contributed to Our Group	Me
1. I listened respectfully to others	3
2. I participated by sharing ideas.	3
3. I made sure that good ideas were written down.	2
4. I helped with revisions	3
5. I encouraged others to share their ideas.	4

Scale:

1      2      3      4      5  
Seldom    Often

- Students reflect on their own work and set goals for a future project.
  - Next time, I will start on my tasks sooner instead of leaving them until the last minute. We nearly didn't get our project finished on time.
  - Next time, I'm going to get motivated more by choosing a task that I can work on with others.
  - Next time, I'm going to recommend that we limit our research to two or three sections and do them in depth.
  - Next time, I'm going to choose a topic for which there is more information available to research.

**Evaluate Group Process**

*Students will be able to:*

**5.2.4** assess own contributions to group process, set personal goals for enhancing work with others, and monitor group process, using checklists *(continued)*

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:

- participate willingly in self-assessment of contributions to group process?
- use checklists and other tools for self- and group assessment?
- reflect on personal behaviours and set personal goals?
- reflect on group behaviours and participate in group goal-setting?

**Checklists**

Develop checklists based on the Focus for Assessment criteria, or use a grid like the following to record students' group behaviours.

<b>Unsere Gruppenarbeit</b>				
Datum: _____				
Thema: _____				
Namen	Zeit gut gebraucht	gut zugehört	Ideen geteilt	War hilfsbereit

**Response Journals/Reflection Logs**

Students respond to prompts to write in Reflection Log. Such prompts could include:

- *Eine Gruppe funktioniert gut, wenn...*
- *Unsere Gruppe funktioniert am besten, wenn...*
- *Heute habe ich...*
- *Nächstes Mal helfe ich meiner Gruppe wenn ich...*

Students should engage in written dialogue to give positive feedback and suggestions for improving the effectiveness of group work.

**Testing—Whole Class**

Individual accountability may be assessed through regular quizzes and tests. Regular periodic testing helps keep students aware of their responsibility to learn while they are doing group work.

**Testing—Individuals**

Assess students' accountability for assigned work by calling on individual students from each group to provide an answer to a question. Select randomly.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Sound-Symbol System**

*Students will be able to:*

**6.1.1** consistently and independently use all elements of the sound-symbol system

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Dictate a short paragraph to the students, who transcribe the text using proper elements. (Paragraph may be new or prepared.)
- Students are given a text written in capital letters with no punctuation. Students then rewrite the text using all spelling elements.
- See 4.3.2 for more ideas.
- Administer a spelling pretest of words that students are not familiar with in order to assess their knowledge of the sound-symbol system. After the pretest, go through the list of words with the class and review the sound-symbol system. Choose specific words with letters that students find confusing (e.g., v/w, f/v, ä, ö, ü).

**Sound-Symbol System***Students will be able to:*

- 6.1.1** consistently and independently use all elements of the sound-symbol system  
(continued)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student:

- consistently and accurately apply knowledge of the German alphabet in familiar situations?
- consistently and accurately apply knowledge of the German alphabet in unfamiliar situations?

 **Checklists**

Create a checklist based on the Focus for Assessment. All observations are dated and the context noted. The data should be reviewed to note progress over time and to guide instruction.

 **Portfolios**

Students choose work samples to show their progress in applying phonetic knowledge of German. Samples can include pre-texts, post-texts, and rough drafts. Students can discuss their progress and make observations about areas that still require improvement.

 **Anecdotal Records**

Observe students as they work with words, either orally or in written work, to determine their abilities to use the German alphabet accurately. Data can be recorded on a checklist and dated.

 **Running Records**

Record students' oral reading behaviour as they read a German text. Record miscues as students read orally. Analyze their behaviours to determine effective and efficient use of cueing systems.

 **Testing**

Individual accountability may be assessed through regular quizzes and tests. Regular periodic testing helps keep students aware of their responsibility to learn while they are doing group work.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

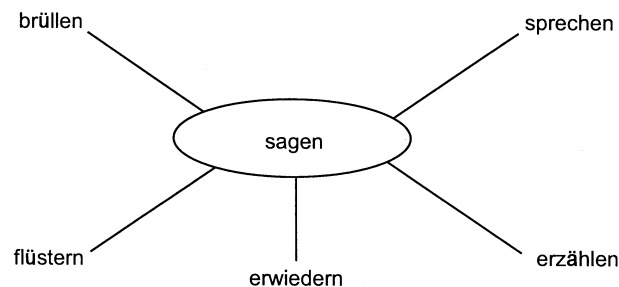
**Vocabulary**

*Students will be able to:*

- 6.1.2** recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students write a word map to come up with variations of words. For example:



- Students draw a poster of a word with multiple meanings (e.g., *Birne* = pear and light bulb and brain).
- In teams, students play a game like “Family Feud” where they must guess as many different words or phrases that express the same idea (e.g., ways to introduce oneself):
  - *Ich heiße ...*
  - *Mein Name ist*
  - *Ich bin ...*

**Vocabulary**

*Students will be able to:*

- 6.1.2** recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize that one word may have many meanings?
- recognize that various words and expressions may convey the same idea?

 **Checklists**

Develop a checklist based on the Focus for Assessment. Observe students as they work with new vocabulary, and note the appropriate or inappropriate use of vocabulary. Date all observations and note progress over time.

 **Paper/Pencil Tests or Oral Tests**

Once students have had ample opportunity to study new vocabulary and expressions and to explore the multiple meanings of some words, test their knowledge on an oral or written test.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

### Grammatical Features

*Students will be able to:*

**6.1.3** use, in **modelled** situations, specific grammatical elements:

- adjectival endings
- all possessive pronouns in accusative and dative
- relative clauses in nominative (*Die Katze, die...*)

use, in **structured** situations, specific grammatical elements:

- prepositions with dative and accusative
- imperative (singular, plural, and formal)
- personal pronouns (accusative and dative)
- familiar separable verbs
- future tense
- verb conjugation including modals in present, perfect, and past tenses
- formal address
- sentence structure (subject, object, and indirect object)

use, in **independent** situations, the following grammatical elements:

- prepositions with accusative only and dative only
- comparison of adjectives
- verb position in the subordinate clause (*dass, weil, als*)
- verb conjugation including modals in present tense
- imperative (singular—*geh*, plural—*geht*)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Grammatical elements, which the student is able to use independently and consistently, are to be maintained for the duration of the student's bilingual programming. Some concepts will need to be modelled and structured for more than one year.

**Modelled Situations:** This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

**Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements, and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

**Independent Situations:** This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

**Grammatical Features***Students will be able to:*

- 6.1.3** use, in modelled situations, specific grammatical elements  
use, in structured situations, specific grammatical elements  
use, in independent situations, specific grammatical elements *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

General Outcome

6

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

6.1 Linguistic Elements

GRADE

6

Specific Outcome

**Mechanical Frames**

*Students will be able to:*

**6.1.4** use basic German mechanical features effectively

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Give students a dialogue without any punctuation. Students must add in punctuation for effective written communication.
- In pairs, students peer-edit one another's writing specifically for mechanical features.
- Invite students to choose three interesting photographs from a collection presented to them. Students are asked to write effective captions for the chosen three photographs using a variety of mechanical features for effect.
- Provide students with newspaper articles and have them work in pairs to write the headlines. Each pair shares their headlines and then the class votes on the three most effective.

**Mechanical Frames***Students will be able to:***6.1.4** use basic German mechanical features effectively (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use basic German mechanical features correctly?
- use basic German mechanical features for effect?

 **Checklists**

Develop a checklist based on the Focus for Assessment, and use the checklist to assess students' proficiency in using basic mechanical features. When this checklist is used regularly throughout the year, it shows progress over time.

 **Conferences**

Conduct conferences with students to determine their use of basic mechanical features, such as capitalization and punctuation. Refer to available work samples.

 **Work Samples**

Collect work samples from students to assess their progress in meeting the criteria set out in the Focus for Assessment.

 **Testing**

Individual accountability may be assessed through regular quizzes and tests. Regular periodic testing helps keep students aware of their responsibility to learn while they are doing group work.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Discourse Features**

*Students will be able to:*

- 6.1.5** use basic German discourse features in oral, written, and visual texts, and apply these features independently for effect

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- While participating in a class debate, students are encouraged to use phrases such as:
  - *Ich glaube*
  - *Ich meine*
  - *Meiner Meinung nach ...*
  - *Ich stimme damit überein*
  - *Ich bin dagegen*
  - *Ich bin nicht der Meinung, dass ...*
- Working with a partner, students organize a short written text provided to them by the teacher into paragraphs using indentation, headings, etc., as required.
- Draw students' attention to a social convention of German speakers—vocabulary flows with very few pauses, almost a melodic, continual dialogue between speakers—after watching a segment of a film or video.

**Discourse Features**

*Students will be able to:*

- 6.1.5** use basic German discourse features in oral, written and visual texts, and apply these features independently for effect (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use basic discourse features in oral, written, and visual texts?
- effectively use basic features in oral, written, and visual texts?

 **Checklists**

Develop a simple checklist based on the Focus for Assessment. When making observations, note the context and date all observations.

 **Anecdotal Records**

Use the Focus for Assessment criteria to observe and record students' recognition and use of basic discourse features in oral, written, and visual texts. Date and note specific examples to determine students' developing skills in this area.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Listening**

*Students will be able to:*

- 6.2.1** listen to and understand the main points of a lengthy oral or media presentation on a variety of familiar topics in structured and unstructured situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Play CDs or DVDs of familiar and unfamiliar stories spoken by native speakers. Students identify the main points.
- Students tell about their day or weekend to the entire class.
- Field trips with German-speaking interpreters (i.e., Provincial Legislature tour).
- Students listen and view a television news program and list one or two main points discussed (e.g., *Deutsche Welle*).
- Students watch a video about Germany and fill in a chart about the cities viewed.

Stadt	Wo liegt ____?	In welchem Bundesland?	Interessantes
München	Im Süden	Bayern	BMV Hauptzentrale Olympisches Stadion

- Students, working in small groups, prepare relevant questions in preparation for a guest speaker. During the guest speaker's presentation, students record answers to their questions, and later share this information with their group members.
- Invite students to listen to a radio or television newscast in German, on a topic they are familiar with, and be prepared to discuss the 6 Ws.

**Listening***Students will be able to:*

- 6.2.1** listen to and understand the main points of a lengthy oral or media presentation on a variety of familiar topics in structured and unstructured situations (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate understanding of an oral or media presentation in a structured situation?
- demonstrate understanding of an oral or media presentation in an unstructured situation?

 **Checklists**

Develop a checklist based on the Focus for Assessment. Make observations as students listen and respond to lengthy oral or media presentations.

 **Learning Logs**

Students record entries in a learning log following each oral presentation and discussion. The entries may include what they learned about the topic, how they felt about the ideas and information presented, and other questions they may still have about the topic. Conference with students to review their responses and assess how they use their knowledge and listening strategies to learn.

 **Conferences**

Meet with students to check on their understanding of key information they have heard during oral or media presentations.

SAMPLE **RESOURCES**

German news

Children's magazines (e.g., *Mückerl*, *das Rad*)

German newspapers

Radio broadcasts on CKJS or over the Internet

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Speaking**

*Students will be able to:*

**6.2.2** deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured or unstructured situation

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Oral book reports
- Debates (social studies issues).
- Prepared oral presentations for social studies
- Artwork critique
- Students bring personal items in a bag and then present (i.e., colour, soccer medal, etc.).
- Students choose a topic that is familiar and of interest to them and speak briefly on it (e.g., my favourite sport; my favourite holiday).
- Students prepare a short oral book/story review using a book/story review guideline.
- Students must describe a word randomly given to them using descriptive German adjectives. Words should be from themes familiar to students or currently under study.
- Students share highlights about their weekend, evening, or holiday activities during a Sharing Circle activity, focusing on using verbs in the past tense.

**Speaking***Students will be able to:*

- 6.2.2** deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured or unstructured situation (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- spontaneously produce an oral presentation of a familiar topic in a structured situation?
- spontaneously produce an oral presentation in an unstructured situation?
- produce a prepared oral presentation on a familiar topic in a structured situation?
- produce a prepared oral presentation on a familiar topic in an unstructured situation?

 **Checklists**

Develop a simple checklist based on the Focus for Assessment to assess students' abilities to produce prepared and spontaneous oral presentations.

 **Anecdotal Records**

Record information about students' skills and knowledge during specific sharing situations. Date and describe the context of each sharing. Review should be done to note progress over time. For example, during Sharing Circle time, observe students sharing personal information, experiences, and opinions on topics under discussion. Some criteria may include:

- application of classroom vocabulary taught/reviewed to the topics discussed
- willingness to take risks with using German
- correct pronunciation and intonation
- active engagement in the activity

 **Rating Scales**

In its *Languages Template* document, the British Columbia Ministry of Education states that when students present information orally, it is important to note the extent to which they:

- convey messages
- use body language or visuals to help make the meaning clear
- use a range of appropriate vocabulary and structures
- use volume and intonation
- use correct pronunciation
- demonstrate fluency of delivery
- express completeness of information
- understand simple questions about their topic
- attempt to answer questions in German

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Reading**

*Students will be able to:*

**6.2.3** read and understand a lengthy series of interrelated ideas dealing with familiar and unfamiliar topics in structured and unstructured situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students read German fables and retell the story in their own words.
- Students write friendly letters to a pen pal in a German-speaking country.
- Students complete Internet research using German search engines, such as *Blinde Kuh*, etc.
- Students read a text and then complete a work page about the content.
- Students share a book they have read by completing a written book report.
- Students read a novel and complete a chart asking for the main idea and supporting details (e.g., *Pünktchen und Anton* by Erich Kästner).
- Students read a story and record information about a character's problem and main events on a story map.
- Students exchange friendly letters with their pen pals from another German bilingual school.

**Reading***Students will be able to:***6.2.3** read and understand a lengthy series of interrelated ideas dealing with familiar and unfamiliar topics in structured and unstructured situations (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- read and understand the main idea of a text dealing with a familiar topic in a structured situation?
- read and understand supporting details for text dealing with a familiar topic in a structured situation?

 **Checklists**

Develop a checklist based on the Focus for Assessment.

 **Conferences**

Conference with students using a variety of short text and/or series of sentences. Talk with students about the strategies they used to construct and confirm meaning. Use this information to guide instruction.

 **Retrospective and Collaborative Conversations**

Initiate conversations with students about the cueing systems and comprehension strategies they used.

**SAMPLE RESOURCES**Novel: *Pünktchen und Anton* by Erich Kästner



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Writing**

*Students will be able to:*

- 6.2.4** produce, spontaneously and/or with preparation, a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students write friendly letters and produce a “*Wer bin ich?*” project including:
  - *Name, Alter, Familie*
  - *Hobbies*
  - *Lieblingsgerichte und Dinge die ich gern esse*
- After returning from Christmas break, students write about the way their family celebrated Christmas.
- At the end of the fairy tale unit, students write their own fairy tales.
- Social studies research reports can be written to enhance understanding of a topic.
- Students write German tourist officers asking for specific city brochures. Students will then make travel posters from German cities.
- Students write a short story on a topic familiar to them that has a beginning, middle, and end.
- Brainstorm all words that pertain to a specific topic. Students then use those words to write a story and illustrate it.
- Students are asked to write a news article highlighting a recent class field trip.
- Students research a topic of interest using a graphic organizer on which to record information. From the information gathered, they write a report.
- Students, in small groups, write a list of clues for a Treasure Hunt game.
- Using a variety of menus written in German as writing models, students create a recipe for a new dish they have invented.

**Writing***Students will be able to:*

- 6.2.4** produce, spontaneously and/or with preparation, a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations  
(continued)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use language models and forms to assist in the writing process?
- apply vocabulary learned in class?

 **Checklists**

Create a checklist based on the Focus for Assessment. All observations should be dated and the context of observations noted.

 **Rubrics**

With students, generate descriptors for levels of performance that guide students in creating simple texts on a familiar topic. Specific behaviours may be outlined. Students' performances based on the rubric may be placed in their portfolios.

 **Portfolios**

Students select samples of work that represent their ability to produce written texts in German on familiar topics. Students should be prepared to explain why they chose the texts that they did.

 **Work Samples**

Collect samples of students' work to look for evidence that they are:

- conveying appropriate, complete information
- using and adopting structures they have learned
- using correct spelling for familiar vocabulary
- organizing material effectively
- choosing appropriate words and expressions
- solving problems they encounter by using classroom and other resources

(*Language Template*, British Columbia Ministry of Education, Skills and Training, 1997.)

**SAMPLE RESOURCES**

Samples of travel brochures

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Viewing**

*Students will be able to:*

**6.2.5** view and understand events and/or representations within and beyond the school context

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students view DVDs and read books as well as perform Internet searches to research various topics such as:
  - ★ *Christkindlmarkt*
    - *Fotos oder Videos*
    - *Warum gibt es sie?*
    - *Wo findet man sie*
    - *Was sind die*
    - *Was gibt \_\_\_\_\_ ?*
  - ★ *Volkstänze*
    - *Bedeutung*
    - *Wie fingen sie an?*
  - ★ *Tracht*
    - *Wie sieht sie aus?*
    - *Warum tragen die Männer Stützen in Bayern?*
  - ★ *Kunst*
  - ★ *Musik*
  - ★ *Kulturelle Traditionen*
    - *Essen*
    - *Bekleidung/Tracht*
    - *Tanz*
    - *Musik*
  - ★ *Kulturelle Symbole*
- Observe a movie and observe the main characters.
- Observe a painting or sculpture. Describe it. Describe the feeling you get.
- Gestures (e.g., hand shaking, knocking on the table to say hello to a group).

**Viewing**

*Students will be able to:*

**6.2.5** view and understand events and/or representations within and beyond the school context (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- show an appreciation for cultural events held in the school or community?
- demonstrate an understanding of German in a variety of situations?

 **Checklists**

Create a checklist based on the Focus for Assessment. Note the date and context for all observations. Review the checklists occasionally to assess progress over time and to guide instruction.

 **Work Samples**

Review students' Venn diagrams, calendar of events, and other samples of work for evidence of appreciation and understanding of German events and/or representations.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Representing**

*Students will be able to:*

**6.2.6** use a variety of forms to create representations of ideas, events, and/or information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students choose two of the following formats to retell a story (e.g., fairy tale).
  - dance
  - music
  - poetry
  - artwork—collage
  - dioramas
  - drama
  - mobiles
- Produce a *PowerPoint*.
- Throughout the year, invite students to advertise school events in German in a variety of ways (e.g., posters, announcements).
- Students will create a dance, play, or puppet show that represents a story they have read in class. They share their representations with another German class.
- Students create a diorama with their book review.
- Students create a *PowerPoint* presentation, which includes graphs.
- After reading the story *Momo* in class, invite students to create a diorama representing their favourite part of the story.
- In small groups, students prepare a radio show by adding music, sound effects, and manipulating the script as necessary.
- Students create a collage representing their ideas of what it means to them to be a German (German speaker). They may use photographs, pictures, illustrations, words, and phrases to express their thoughts.

**Representing***Students will be able to:*

- 6.2.6** use a variety of forms to create representations of ideas, events, and/or information (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- effectively represent information/ideas using a variety of forms?
- experiment with a variety of forms in order to convey information and/or ideas?

 **Checklists**

Create a checklist based on the Focus for Assessment to determine students' abilities to create multiple representations of the same ideas, events, or information. Date each observation and include the context of the observation. Review and note progress over time to guide conferences and instruction.

 **Portfolios**

Students select work samples that show different ways students have organized ideas and information. Students include reasons for choosing each work sample.

**SAMPLE RESOURCES**

Novel: *Momo* by Michael Ende

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Register**

*Students will be able to:*

**6.3.1** identify socially appropriate language in specific situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students watch a video and count the number of times the formal “*Sie*” form is used.
- After students have been introduced to a list of socially appropriate phrases in German such as *Können Sie mir bitte den Weg zum Bahnhof erklären? Entschuldigen Sie bitte, können Sie mir bitte helfen? u.s.w.*, they engage in a game that encourages the use of these phrases in the classroom. Five students in the class are appointed the “*Aufsichtsperson/Beobachter*” and are given 10 tickets that they can give out when they hear their classmates using the phrases given by the teacher. The student with the most tickets at the end of the day receives a prize.
- Students read a story or dialogue and underline the phrases they can identify that pertain to socially appropriate language, (e.g., greetings).

**Register***Students will be able to:***6.3.1** identify socially appropriate language in specific situations *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate an understanding of socially appropriate language?
- apply socially appropriate language in a variety of situations?

 **Checklists**

Use checklists based on Focus for Assessment. All observations should be dated and the context noted.

 **Conferences**

Keep notes on individual students' successes and challenges in adapting language. Share notes with students and, together, they make plans for improvement. Conference with students to discuss participation and personal responsibility in the classroom and school community.

 **Journals**

Students reflect on what they have learned about the use of appropriate words and intonations by recording their thoughts in their journals. Model the process of reflecting and provide students with sentence starters to assist them.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Idiomatic Expressions**

*Students will be able to:*

**6.3.2** correctly use learned idiomatic expressions in new contexts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students are asked to use a learned idiomatic expression in context at least once during the week. A partner is challenged to catch his partner using it.
- Students participate in a game to review idioms learned in class. Students will be separated into two teams and given an equal number of illustrations. In 30-second time segments, two students from one team act out a situation in which an idiom could apply. Once the two students have completed dramatizing the scenario, their teammates get together to decide which illustration represents the idiom that was dramatized. Once they decide, a student brings up the illustration. If it is correct, the picture is hung on the board behind the team. At the end of the game, the team with the most illustrations wins.
- After students are introduced to a variety of idiomatic expressions and understand their meaning, they compose a class book of German idioms. Each idiom is written out and illustrated (e.g., *Der Apfel fällt nicht weit vom Stamm* would be accompanied by a picture of an apple falling from a tree and landing close to the trunk).
- Students play a matching game in which they have to correctly match an idiomatic expression to a given situation (e.g., a mother and daughter are almost identical in personality and/or appearance: “*Wie aus einem Ei gepellt.*”).

**Idiomatic Expressions***Students will be able to:***6.3.2** correctly use learned idiomatic expressions in new contexts (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate an appreciation of idiomatic expressions?
- correctly apply idiomatic expressions in new contexts?

 **Anecdotal Notes**

Record information throughout the year about students' ability to understand and use simple idiomatic expressions in German.

 **Checklists**

Create a checklist based on the Focus for Assessment. All observations are dated and the context of the observations noted.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Variations in Language**

*Students will be able to:*

**6.3.3** recognize some common regional variations in language

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Speakers from different geographical regions of German-speaking countries present a short speech about the same topic. Students will be encouraged to listen for different pronunciation and words about the same topic (i.e., dialects, words—*Schlipps/Krawatte*).
- Students read a story written by an Austrian author (e.g., Christine Nöstlinger) and are encouraged to find new words that are synonyms for familiar High German words (i.e., *Guten Tag = Grüß Gott; Brötchen = Semmel*).
- Students listen to interviews with German-speaking athletes, politicians, and musicians that are aired on German radio stations.
- Collect different samples of expressions from the students in class (e.g., Mennonite colonies in South America, different regions of Germany).

**Variations in Language***Students will be able to:***6.3.3** recognize some common regional variations in language (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- appreciate regional variations in the German language?
- recognize common regional variations in language?
- actively participate in situations where variations of the German language are being presented?
- demonstrate understanding of/or interest in variations of the German language?

 **Checklists**

Develop a checklist based on the Focus for Assessment. Date and record the context of each observation. Use these data to guide instruction and conferencing.

 **Conferences**

Conference with students about their experiences listening to regional variations in language. Ask students about what was challenging or interesting, and what strategies they used to aid comprehension. Review learning logs or journal entries during the conference.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Social Conventions**

*Students will be able to:*

**6.3.4** recognize important social conventions in everyday interactions (e.g., shaking hands)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students perform a short skit incorporating social conventions.
- Students write a list of good and bad behaviour in a variety of contexts, to accompany a list of situations provided to them by the teacher. The activity could include examples, such as “*Wie benehme ich mich im Restaurant/im Bus, etc.*”
- In groups, students prepare for an upcoming field trip by drafting a list of rules for acceptable behaviour. These should include speaking to elders using the “*Sie*” form, etc.
- In small groups, students role-play scenarios such as greetings and farewells in a variety of situation.

**Social Conventions***Students will be able to:*

- 6.3.4** recognize important social conventions in everyday interactions (e.g., shaking hands) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize important social conventions in everyday interactions?
- apply appropriate behaviour and language in a variety of familiar contexts?

**Observations/Anecdotal Notes**

Observe and note students' skill in appropriately greeting adults and peers in the school or classroom. Note students' awareness of, and skill in, using other appropriate social conventions when interacting with others, such as taking turns, disagreeing, interrupting, refusing politely, etc.

**Journals**

Students record in their journals two or three important behaviours that they need to remember and practice when interacting with others in German in a variety of contexts. Provide prompts such as:

*Wenn ich \_\_\_\_\_, dann muss ich \_\_\_\_\_.*

*Ich muss daran denken \_\_\_\_\_.*

*Es ist sehr wichtig \_\_\_\_\_.*

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Non-Verbal Communication**

*Students will be able to:*

**6.3.5** use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., interpersonal space and physical contact)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students perform skits using non-verbal behaviours such as shaking hands when being introduced to someone.
- Students practise introducing themselves to one another in a variety of different contexts.
- Students role-play introductions in a variety of contexts (e.g., child → priest, child → teacher, child → child, child → visiting guest).
- Present examples of appropriate and inappropriate behaviours:
  - men’s hats are removed when entering a building
  - to remain seated when a guest, elder, person of the clergy, or St. Nicholas enters is considered inappropriate
  - the doors are to be held open for the person following you
  - a greeting is always expected whether entering a store, a bus, passing someone on the street, etc.
  - when entering or leaving a room or group of people you greet everyone with a handshake
  - addressing an adult with “du” is extremely inappropriate
  - answering the phone without identifying yourself is considered rude
- Present examples of non-verbal communication in different situations, such as drama presentations, television shows, and commercials. Students identify specific features of non-verbal communication, such as facial expression, hand movements, whole-body movements, and eye contact. In small groups or as a class, discuss how these specific features aided the presentation. When the students have become familiar with non-verbal cues, students work in pairs or small groups using a script provided by the teacher to practise these non-verbal communication skills.
- Play clips of television shows or videos with the volume turned off in order to focus on the use of non-verbal cues, being sensitive to cultural practices and values. With students, discuss how these cues convey feelings, help to persuade, or express opinions. Students may be given situations to pantomime the use of non-verbal cues.
- Students participate in a number of field trips that demand appropriate non-verbal behaviours. Prior to the field trip, students review appropriate non-verbal and verbal behaviours and then make a point of practising them during the field trip (e.g., upon entering a room you greet the people present).

**Non-Verbal Communication***Students will be able to:*

- 6.3.5** use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., interpersonal space and physical contact) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate an appreciation for appropriate non-verbal behaviours in a variety of contexts?
- apply appropriate non-verbal behaviours in a variety of contexts?

 **Learning Logs**

Have students write about the difference between appropriate and inappropriate non-verbal behaviours, in certain contexts, based on what they viewed and following the class discussion.

 **Conferences**

Conference with students to check on their understanding of appropriate and non-appropriate non-verbal behaviours.

 **Anecdotal Records**

Record examples to show how students applied knowledge of and communicated understanding of appropriate and non-appropriate non-verbal behaviour both within and outside of the school context.

 **Role-Play/Presentations**

When students make presentations and engage in dialogues they have practised, criteria may focus more on fluency and accuracy than when they are involved in spontaneous activities. For prepared presentations, criteria might include:

- presentation is fluent
- message is comprehensible
- pronunciation and intonation are appropriate and support communication
- information is appropriate and relevant
- grammar is correct
- language is appropriate to the situation/context

SAMPLE **RESOURCES**

Novel: *These Strange German Ways* by Susan Stern



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Cognitive**

*Students will be able to:*

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning (e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task)

### SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Refer to the Appendix in the Curriculum Framework under *Global List of Strategies—Language Learning Strategies*.
- Introduce the concept of cognates. Students, in small groups, are asked to list as many as they can in 60 seconds. Students then share them as a class.
- Students are introduced to a poem and are asked to replace the adjectives with their own.

**Cognitive***Students will be able to:*

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning (e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify and use a variety of cognitive strategies to enhance language learning?
- group sets of things such as vocabulary or structures with similar characteristics?
- identify similarities and differences between aspects of the German and English languages?
- use graphic organizers to make information easier to understand and remember?
- associate new words with familiar ones?

 **Checklists**

Using a list of cognitive language learning strategies, keep a list of strategies for students to use with guidance or independently, and track some for frequency.

 **Portfolios and Conferencing**

Students can select pieces where organizers were used, or language patterns tracked, etc. Conference with students, reinforcing the good use of strategies and encouraging the use of new strategies.

 **Self-Assessments**

A simple list of strategies can be used by students for tracking usage and frequency.

 **Rubrics**

Develop a rubric to assess students' abilities to look for patterns and relationships (e.g., in writing a poem).

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Metacognitive**

*Students will be able to:*

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning (e.g., decide in advance to attend to specific aspects of input, listen or read for key words)

### SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Refer to the Appendix under *Global List of Strategies—Language Learning Strategies*.
- After using graphic organizers to organize information and ideas, students reflect on the effectiveness of graphic organizers in enhancing their language learning.
- Students select samples of their daily work for their portfolios to make observations and reflect on their progress in learning German.
- Students create a plan in advance about how to approach an activity as a follow-up to a study of the German holidays.

**Metacognitive***Students will be able to:*

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning (e.g., decide in advance to attend to specific aspects of input, listen or read for key words) (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of metacognitive strategies to enhance language learning?
- use a variety of metacognitive strategies to enhance language learning?
- reflect on listening?
- reflect on reading?
- reflect on writing?
- reflect on and participate in goal-setting activities?

 **Observations/Anecdotal Records**

Select four or five students per class to observe as they solve problems, monitor their language learning, reflect on their strengths and weaknesses, identify their own needs, and set goals for language learning. Observations should be made over different periods of time in different learning contexts. The information gathered should be dated and be used to enhance or modify future instructions.

 **Conferences**

Conference with students to share observations and to invite students to share their personal reflections on their progress as a German language learner. Discuss with students those areas that they have identified for improvement, and provide direction, encouragement, and feedback in progress.

 **Self-Reflection**

Students review an assignment and reflect on areas such as:

- effort
- effective strategies used
- finished product
- challenges
- advice to other students
- satisfaction with product/process

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Social/Affective**

*Students will be able to:*

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning (e.g., participate actively in conferencing and brainstorming as a pre- and post-writing exercise)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Refer to the appendix of the Curriculum Framework under *Global List of Strategies—Language Learning Strategies*.
- Students, working in small groups, create a mural to represent an idea presented in class.
- With students, create a contract in which they identify how many pages of an appropriate-level German book they will read each week. If their parent verifies that they have met the goal, administer a pre-determined award.
- After reading a story in German, students choose how to retell the story in another way (e.g., create a poster, comic strip, DVD interview, etc.).
- Students participate in an Author’s Chair activity by reading completed works or works-in-progress to classmates. After reading, the author asks for feedback from classmates, making use of vocabulary charts compiled earlier.

**Social/Affective***Students will be able to:*

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning (e.g., participate actively in conferencing and brainstorming as a pre- and post-writing exercise) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- interact with others to carry out learning tasks?
- ask others for help?
- work co-operatively with others?
- take risks with unfamiliar tasks?
- participate actively in conferencing?

 **Checklists**

Develop checklists based on the Focus for Assessment. Date and note the context of all observations. Review the checklists periodically to note progress over time.

 **Conferences**

Conference with individuals or small groups of students about strategies that help them enhance their language learning when working with others. Provide positive feedback and support to help students identify and develop social/affective strategies.

 **Author's Chair Observations**

During Author's Chair, record observations of students' interest and participation in the roles of author and audience. Keep anecdotal records to record specific instructional needs

 **Anecdotal Records**

Observe students as they work either individually or with a partner or group to note the extent to which they:

- approach tasks with confidence
- persevere, trying different approaches or strategies when having difficulty
- tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Interactive**

*Students will be able to:*

- 6.5.1** identify and use a variety of interactive strategies (e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey, and invite correction)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Certain students become experts and then the experts teach others.
- During journal writing, students use descriptive language to explain a word they do not know.
- Students use words of clarification to explain what they do not know.
- Instead of resorting to English, students describe the object for which the word is missing so that the listener can understand its meaning.
- During journal writing, students use descriptive language to explain a word they don't know.
- Students pretend that they are in a German-speaking country and they need something that they do not know the word for. They must attempt to describe it in German, using gestures and body language so they do not starve, get lost, etc.
- Students bring a mystery object to class that they do not show anyone. They give clues about the object without naming it, while other students try to guess what the object is (e.g., *Ist es groß? Ist es weich?*).
- Students, divided into teams, play charades to act out words or phrases on familiar themes.
- Invite students to brainstorm lists of “survival vocabulary” words that would assist them in a variety of situations (e.g., to ask for clarification, express concern, etc.).
- After modelling a variety of interactive strategies, have students role-play situations in which they may practise these strategies (e.g., asking a speaker to slow down or repeat something said, using gestures and body language to aid communication, etc.).
- Choose one day where students are only allowed to speak German all day long. If they do not know a word, they must describe it or use other methods to communicate. At the end of the day, the class discusses what they learned and the value of the activity.

**Interactive***Students will be able to:*

- 6.5.1** identify and use a variety of interactive strategies (e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey, and invite correction) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of interactive strategies to maintain communication?
- use a variety of interactive strategies to maintain communication?
- realize when his/her message has not been understood?
- attempt a different tactic?
- ask for clarification?

**Anecdotal Records**

Observe students during their interactions with classmates. Assessment should focus on students' abilities to interpret and use non-verbal clues to communicate, and to use strategies modelled in class when communication breaks down. Date and record the context of the observations.

**Checklists**

Develop a checklist based on the Focus for Assessment to conduct a more structured assessment. All observations should be dated and the context for each noted. Note progress over time.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Interpretive**

*Students will be able to:*

**6.5.2** identify and use a variety of interpretive strategies (e.g., infer probable meaning of unknown words or expressions from contextual clues)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- In small groups, students make a list of cognates they know. The list is added to as students encounter new cognates.
- Students are given a phrase or sentence and are asked to illustrate its meaning.
- Before students are required to read a new text, invite them to quickly scan the text and underline any words or phrases they are not familiar with. Students work in pairs and use the pictures, captions, and titles to “read around” the unfamiliar words in order to predict the meaning of the new vocabulary.

**Productive***Students will be able to:***6.5.2** identify and use a variety of interpretive strategies (e.g., infer probable meaning of unknown words or expressions from contextual clues) *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of interpretive strategies to construct meaning?
- use a variety of interpretive strategies to construct meaning?
- use visual supports, intonation, and gestures to aid comprehension?
- use visuals and context clue to aid comprehension?

 **Checklists**

Create a checklist based on the Focus for Assessment. Date and record the context of all observations.

 **Running Records**

Maintain running records of how students self-correct, use context cues, and make predictions to aid comprehension before and during reading. Observe students after reading to check if they can demonstrate understanding of what was read.

General Outcome

6

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

6.5 Language Use Strategies

GRADE

6

Specific Outcome

**Productive**

*Students will be able to:*

**6.5.3** identify and use a variety of productive strategies (e.g., be aware of and use the steps of the writing process)

### SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Give students steps for producing a comic strip in German.
- In groups of three, students produce a poster promoting the German bilingual program. Before working on the final draft, students must present each stage of the defined process to be sure they are correctly meeting the assigned tasks.

**Productive***Students will be able to:*

- 6.5.3** identify and use a variety of productive strategies (e.g., be aware of and use the steps of the writing process) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of productive strategies to enhance communication?
- use a variety of productive strategies to enhance communication?

 **Checklists**

Develop checklists based on the Focus for Assessment. Date and note the context of every observation.

 **Conferences**

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the production strategies that were taught and practised in class.

 **Rubrics**

Invite students to assist in creating assessment rubrics for new texts created. Some considerations should include the effective use of adjectives, adverbs, verbs, descriptive nouns, and students' ability to manipulate and apply knowledge of syntax, etc., in producing new text.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Cognitive**

*Students will be able to:*

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning (e.g., use mental images to remember new information)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students read through a text on a familiar topic and highlight all verbs, underline all adjectives, and circle all nouns.
- Students are given a list of verbs and they must classify them according to their endings.
- Students must apply their knowledge of verb conjugations in order to correctly classify a list of familiar and unfamiliar verbs into “er,” “sie,” and “es” categories.
- Students, working in cooperative learning groups, complete a KWL (WML) chart before, during, and after researching a topic of interest.
- After reading a short, informational article in German, students record important information on a web or mind map.

**Cognitive***Students will be able to:*

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning (e.g., use mental images to remember new information) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of cognitive strategies to enhance learning?
- use a variety of cognitive strategies to enhance learning?

 **Checklists**

Develop checklists based on the Focus for Assessment. Dates and notes the context of every observation.

 **Work Samples/Portfolios**

Students select samples of completed work such as the KWL (WML) chart, mind map, or web that represent their ability to use graphic organizers effectively to help make information in German easier to understand and remember. Samples should reflect progress over time. Students should provide reasons for their choices.

 **Testing**

Individual accountability may be assessed through regular quizzes and tests. Regular periodic testing helps keep students aware of their responsibility to learn while they are doing group work.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Metacognitive**

*Students will be able to:*

**6.6.2** identify and use a variety of metacognitive strategies to enhance general learning (e.g., identify their own needs and interests)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students review a variety of websites on German, Austrian, or Swiss cities and decide which city they would like to create a short *PowerPoint* presentation on.
- Students complete a given a task. They brainstorm the steps they will take to complete the task (e.g., write a biography, make a fruit salad, plan a class party).
- On a personal goal-setting form, the students' not only set goals but indicate how they will achieve them and what would happen if goals were not achieved.

**Metacognitive***Students will be able to:***6.6.2** identify and use a variety of metacognitive strategies to enhance general learning (e.g., identify their own needs and interests) *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify his/her own needs and interests?
- decide to attend to a learning task?
- make a plan how to approach a learning task
- reflect on learning tasks?

 **Checklists**

Develop checklists based on the Focus for Assessment. Date and note the context of every observation.

 **Self-Assessments/Self-Reflections**

Guide students to reflect on the activities and Focus for Assessment. Assist students in focusing on how they are performing and to provide the language to reflect on and to communicate information in German. Provide frameworks that include sentence starters and rating scales. It may be necessary to have students reflect and write journal entries or self-assessment in English in order for students to express their thoughts clearly and concisely.

 **Journals**

Encourage students to keep and monitor two short-term goals in their journals. They write about their progress from time to time.



*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**Social/Affective**

*Students will be able to:*

**6.6.3** identify and use a variety of social and affective strategies to enhance general learning (e.g., take part in group decision-making processes)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students create rebuses to communicate an idea or thought to a friend.
- Students brainstorm about what strategies they can use when they are feeling overwhelmed during an assignment or when writing an exam (e.g., to turn over their paper to refocus and relax, take a deep breath, close eyes, and put head down, etc.).
- Students, working in a cooperative learning group, draft guidelines for a project.
- Students, working in a cooperative learning group, brainstorm ideas for a research project.

**Social/Affective***Students will be able to:***6.6.3** identify and use a variety of social and affective strategies to enhance general learning (e.g., take part in group decision-making processes) *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- seek help from others?
- participate actively in cooperative learning activities?
- show a willingness to take risks and try unfamiliar tasks and approaches?

 **Anecdotal Records**

Observe students as they work in cooperative groups to solve problems or complete assigned tasks. Target observations by selecting four or five students per class and one or two specific outcomes to observe. Develop a data-gathering system such as a clipboard for anecdotal notes, a checklist based on the Focus for Assessment, or a video or audio recorder. All observations are dated and context of the observation is noted.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Valuing German Language and the Cultures of German-speaking Peoples**

*Students will be able to:*

**7.1.1** value the lifelong personal benefits of German language and culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students make a T-Chart of what Canadian culture and German culture means to them.
- Students invite a German presenter to explain about how German culture plays a part of their self-identity.
- Students invite similar grade students from a different language program and share their culture with each other. They could share such things as music, food, alphabet, and art.
- Students write a letter to their parents or grandparents thanking them for passing on special gifts (e.g., music ability, appreciation of art, traditions of the German culture, the German language, etc.).
- After reflecting on what they like about being in the German program, students create a collage or photo essay.
- Invite students to create a personal timeline of memorable events and accomplishments in their lives. Students use captions, photographs, and pictures to enhance their timelines.
- Invite a guest speaker from the German community to explain how the German language and culture plays a large part of her or his self-identity.
- Students discuss what the importance is of maintaining German culture and language. Students create a “graffiti wall” where they post their personal messages about the value of learning the German language (e.g., *toll*—cool). It may be necessary to accept both English and German responses from students so that they can express themselves clearly and concisely.
- Invite a guest speaker from another ethnic background to explain the importance of maintaining their culture and language.
- Students prepare a video presentation promoting the German bilingual program in their school. Students share personal testimonies and discuss the value and significance of the German language and culture to themselves. This video may be shared with parents during an Open House or during parent/teacher interviews.

**Valuing Bilingualism/Multiculturalism***Students will be able to:***7.1.1** value the lifelong personal benefits of German language and culture (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore areas of self-identity?
- reflect on various facets of self-identity?
- express ideas about self in a variety of ways?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Carefully observe students as they interact with their classmates, work on projects, and share personal information for evidence of students' developing self-concept. Date all observations and note the context of the observations. Review the checklist on a regular basis to note growth over time.

 **Anecdotal Records**

Observe how students engage in a variety of self-concept and self-identify activities. Make anecdotal notes to record students' behaviours, comfort level, and their ability to identify influences on the development of their self-concept and self-identity.

 **Work Samples**

Review students' timelines and photo essays to assess their ability to identify factors that contribute to self-identity.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Valuing Bilingualism/Multiculturalism**

*Students will be able to:*

- 7.1.2** identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Invite speakers of other cultures or languages to highlight this point.
- Invite a graduate of the German bilingual program to visit the class and discuss with students how maintaining the German culture and language has been a positive aspect in their lives.
- Students visit international job websites and explore the various jobs available to speakers of German. For example:  
[www.eslworldwide.com](http://www.eslworldwide.com)  
[www.actr.org](http://www.actr.org)  
[www.intel.com/jobs/germany](http://www.intel.com/jobs/germany)  
[www.overseasjobs.com](http://www.overseasjobs.com)
- Arrange for students to visit another language class either within the school or outside of the school. Students conduct interviews to identify what other language students believe are the benefits of learning another language and being in a language and culture program.

**Valuing Bilingualism/Multiculturalism***Students will be able to:*

- 7.1.2** identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context (*continued*)

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize the benefits of knowing another language?
- identify advantages of a bilingual/multilingual education?
- show enthusiasm in sharing knowledge of the German language and culture with other ethnic/language groups?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 **Anecdotal Records**

Record examples of the students' behaviours based on the Focus for Assessment criteria. Use the data to conference with students.

 **Response Journals/Reflection Logs**

Students respond to prompts to write in their journals. Prompts include:

*Ein Land—viele Sprachen und Kulturen*

*Was wir heute gesehen/gelesen/gehört haben:* \_\_\_\_\_

*Was ich davon gelernt habe:* \_\_\_\_\_

*Was ich toll daran finde:* \_\_\_\_\_

*Was ich noch darüber lernen möchte:* \_\_\_\_\_

 **Self-Assessments**

Students complete a self-reflection following involvement in an activity involving another culture or when reflecting on the benefits of the German language and culture to themselves. Respond to the students' self-reflections with positive feedback.

General Outcome

7

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

7.2 German Culture

GRADE

6

Specific Outcome

**Historical Elements**

*Students will be able to:*

**7.2.1** explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [*Oktoberfest, Volksfest*], music, dance, art, literature, food, etc.)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students research the history of traditional German dances and learn such a dance.
- Students explore the history of *Oktoberfest* and how it has changed over time.
- Students research and report how Germany, Austria, or Switzerland has changed in general terms from the early 1920s and/or 1950s (when the majority of immigrants came to Canada) to the present day.
- Students create a timeline of important historical events.

**Contemporary Elements***Students will be able to:*

- 7.2.1** explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [*Oktoberfest, Volksfest*], music, dance, art, literature, food, etc.) (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify the historical roots of traditional cultural activities?
- actively participate in activities and discussion?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

 **Anecdotal Records**

Observe how students participate in activities and experiences that reflect traditional elements of the German language and culture, and include the context of all the observations.

 **Self-Assessments**

Students complete a self-reflection following involvement in a traditional German activity. Respond to the students' self-reflections with positive feedback.

 **Conferences**

Conference with students to discuss and provide feedback regarding the students' participation and experiences in traditional German language and cultural activities.



*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Contemporary Elements**

*Students will be able to:*

**7.2.2** explore elements in the immediate environment that reflect the contemporary features of German culture (see example above)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students identify German Nobel Prize winners.
- Students identify German inventors and inventions.
- Students make a timeline of German inventors and inventions.
- Students invite the publisher of the local German newspaper and do a project for the paper.
- Students prepare a mock interview with a major political figure, director of a dance group, or choir director, using the following questions as a guide (6 Ws).  
*Wer?*  
*Wie?*  
*Was?*  
*Wann?*  
*Wo?*  
*Warum?*
- Students identify television shows, radio programs and newspapers that affect the German community across Canada (i.e., “*Deutsche Welle*”).
- As a class, students attend a concert representing various aspects of the German culture (e.g., song, dance, drama, etc.).
- Order a number of yearly subscriptions to a German newspaper. Students review the paper and cut out articles, advertisements, etc., and glue them into a scrapbook under various categories (e.g., art, culture, politics, etc.).
- Students research a number of past or current athletes and write a short biographical sketch on one of the athletes.
- Students, working in small groups, use a number of resources such as the phone book, community directories, church bulletins, etc., to compile a list of major organizations, schools, choirs, and dance groups that have an influence on the German community.
- Students search online for a list of German-language newspapers published in Canada.

**Contemporary Elements***Students will be able to:*

- 7.2.2** explore elements in the immediate environment that reflect the contemporary features of German culture (see example above) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize contemporary elements of the German language and culture?
- participate willingly in cultural activities and experiences?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

 **Anecdotal Records**

Observe how students participate in activities and experiences that reflect contemporary elements of the German language and culture, and include the context of all the observations.

 **Self-Assessments**

Encourage self-assessment by asking students to keep up-to-date personal records of interesting facts about the German culture and German speakers. Students review their interesting facts from time to time in response to teacher prompts.

 **Conferences**

Conference with students to discuss and provide feedback regarding their participation and experiences in contemporary German language and cultural activities.

 **Work Samples**

Collect samples of biographies of significant contemporary figures researched and written by students. When conferencing with students about the biographies, assess students' recognition of this person's contributions to the development of the German language and culture.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Diversity**

*Students will be able to:*

**7.2.3** explore diversity of German culture at the community level

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students invite guests from various regions of German-speaking countries to present a traditional food and make it with the class.
- With assistance, students research different German festivals held in a variety of locations throughout Canada, and create an advertisement or brochure promoting each of these cultural events. For example:  
Kitchener: Oktoberfest  
Kimberly: Bavarian Town  
Winnipeg: Folklorama
- Students establish a pen-pal relationship with German students in other provinces. As a culminating project, students may record a local German event, such as a *Fasching* presentation or play. Students must record an introduction and a closing explaining the event to their pen pal.
- To show diversity in language, invite students to view German television programs, news broadcasts, videos, or listen to German radio broadcasts or CDs. Students share how they think rate of speech, pronunciation, vocabulary, etc., affects our understanding.
- Students, working in small groups, research a German festival held in Canada using the Internet, festival advertisements, and programs. Students create a poster advertisement or short video clip in German promoting the festival.
- Invite students to listen to a presentation by a guest speaker on the German umbrella organizations that coordinate German provincial and national organization (e.g., The German Canadian Congress—GCC, the Manitoba German Society, etc.).
- To show diversity in language, provide opportunities for students to view German television programs, videos, or listen to German radio programs. Invite a variety of guest speakers to present or read to the students. Students share how they think speech, vocabulary, pronunciation, etc., influences understanding.
- Students research German-speaking communities throughout the world (e.g., Australia, United States, Brazil, and Paraguay), and present their findings to the class.

**Diversity***Students will be able to:***7.2.3** explore diversity of German culture at the community level (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- clearly identify elements of German culture?
- actively participate in activities representing German culture?
- characterize specific elements of German culture?
- show an understanding and appreciation for diversity in German culture?

 **Checklists**

Observe students in activities where there is cultural and linguistic diversity. Develop checklists based on students' participation, recognition, and understanding of diversities. Observe students as they engage in discussion. Date and include the context of each observation.

 **Anecdotal Records**

Record examples of students' behaviours based on the Focus for Assessment criteria. Use the data to conference with the students.

 **Learning Logs**

Encourage self-assessment by asking students to keep up-to-date personal records of interesting facts about the German culture and German speakers. Students review their interesting facts from time to time in response to teacher prompts.

 **Conferences**

After each activity, students record personal reflections regarding the diverse elements of the German language and culture. Review these entries and provides positive feedback and support where needed.

 **Work Samples**

Conference with students to discuss and provide feedback regarding their skills at identifying diverse elements of the German language and culture.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Change**

*Students will be able to:*

**7.2.4** explore and reflect on change in German culture at the international level

## SAMPLE TEACHING AND LEARNING ACTIVITIES

- Make a T-chart of changes in the German language and compare how we speak to the language in Germany.
- Students research the change in food, clothing, and shelter over the past 150 years through a *PowerPoint* project. (Students will notice the North American influence upon German culture.)
- Students research a contemporary German city and present their findings in class. Criteria may include:

Mein Projekt			
Name _____			
		Ja	Nach nicht
<b>How it looks / Das Aussehen</b>	Neatness / Sauberkeit		
	Font that you read / lesbare Größe		
	Appealing titles / schöne Überschriften		
	Bright colours / Helle, bunte Farben		
	Appealing background / schönen Hintergrund		
	Colour-coded sections / bunte Textteile		
	Simple layout / einfache Anordnung		
	Clear pictures / klare Bilder		
<b>How to write it / Das Schreiben</b>	Creative writing with details / kreatives Schreiben		
	Writing in your own words / eigene Wörter		
	Not too much writing / nicht zuviel Text		
<b>What information to include / Die Information</b>	Map / Karte		
	Coat of arms/Flag / Flagge und Wappen		
	5–10 pictures / 5–10 Bilder		
	Cultural facts (such as religion, food, clothes, famous people, etc.) / kulturelle Fakten		
	Geographic location / geographische Lage		
	Nature and climate / Natur und Klima		
	Historical events / geschichtliche Ereignisse		
	Sightseeing destinations / Sehenswürdigkeiten		
	Bibliography (backside of the poster)		
My goal is to (mein Ziel ist es): _____ _____ _____ _____			

**Change***Students will be able to:***7.2.4** explore and reflect on change in German culture at the international level  
*(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- participate cooperatively and collaboratively in group work?
- demonstrate understanding of group guidelines?
- participate in self-reflection?
- participate in group debriefing?
- identify personal behaviours that contributed to group success?
- demonstrate respect for others in the class and school?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 **Journals**

Students respond to prompts to write in their journals.

 **Self-Assessments**

Students complete self-assessment forms to self-report on experiences where they participated cooperatively, made positive contributions to group tasks, and demonstrated respect towards peers and group members.

 **Anecdotal Records**

Record examples of students' behaviours when working cooperatively with others. Use the Focus for Assessment criteria checklists to guide observations.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Change**

*Students will be able to:*

**7.2.4** explore and reflect on changes in German culture at the international level  
(continued)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

Kriterien für PowerPoint			
Name _____			
		<b>Ja</b>	<b>Nach nicht</b>
<b>How it looks / Das Aussehen</b>	Neatness / Sauberkeit		
	Font that you read / lesbare Größe		
	Appealing Titles / schöne Überschriften		
	Bright colours / Helle, bunte Farben		
	Appealing background / schönen Hintergrund		
	Colour-coded sections / bunte Textteile		
	Animation / Animation		
	Clear pictures / klare Bilder		
	15–20 Slides / 15–20 Dias		
<b>How to write it / Das Schreiben</b>	Point form / Stichpunkte		
	Writing In your own words / eigene Wörter		
	Not too much writing / nicht zuviel Text		
<b>What information to include / Die Information</b>	Map / Karte		
	No copy and paste info / Keine Info kopieren		
	20–50 pictures / 20–50 Bilder		
	Cultural facts (such as religion, food, clothes, famous people, etc.) / kulturelle Fakten		
	Geographic location / geographische Lage		
	Nature and climate / Natur und Klima		
	Historical events / geschichtliche Ereignisse		
	Sightseeing destinations / Sehenswürdigkeiten		
	Bibliography		
My goal is to (mein Ziel ist es): _____ _____ _____ _____			

GRADE

6

Specific  
Outcome

**Change**

*Students will be able to:*

**7.2.4** explore and reflect on change in German culture at the international level  
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**



*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Valuing Diversity**

*Students will be able to:*

- 7.3.1** explore the impact of diversity in other regions of the world, and compare it with the impact of diversity in Canada

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students research the similarities and differences of clothing in three cultures around the world (Venn Diagrams).
- Students research and identify the impact of different cultural practices of different ethnic groups. For example:
  - Ukrainian Christmas
  - Ramadan and Eid celebration
  - Chinese New Year
  - Chanukah
  - Dragon Festival
- Students research and identify the diversity of food that we eat in Canada compared to Germany.
- Students research and identify diversity of family roles in other cultures.
- Students research family roles in 19<sup>th</sup>-century Canada, and create a Venn diagram comparing them to family roles in Canada today.
- In small groups, students create a comparison chart of how we meet our needs in comparison to citizens of another country.
- Students compare Canada as a “mosaic” to the American concept of the “melting pot” and its impact on multiculturalism.
- Students attend or view an international festival or concert and report back to the class.
- Students invite a class studying a different language, to share their culture with the class. Afterwards, students can do a journal entry or prepare a visual presentation on the event and what they learned.

**Valuing Diversity***Students will be able to:*

- 7.3.1** explore the impact of diversity in other regions of the world, and compare it with the impact of diversity in Canada (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore how diversity affects him/her?
- explore how diversity affects people in other parts of the world?
- compare the impact of diversity in Canada with other parts of the world?

 **Pair Conferences**

Conference with a pair of students to determine and discuss results of the Venn diagram that they created. Provide feedback and suggestions.

 **Response Journals/Reflection Logs**

Respond to students' dialogue journals to help them identify and clarify their understanding of diversity. Students record their reflections on its significance to themselves. Review these entries and provide positive feedback and support where needed.

 **Checklists**

Create checklists to determine students' developing skills in exploring diversity and in reflecting on its significance to them. Positive feedback and suggestions are provided.

 **Self-Assessments**

Review students' self-reflections to determine if their comments coincide with actual behaviours.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Valuing Similarity**

*Students will be able to:*

**7.3.2** examine the common human needs and experiences of people around the world

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students create a chart of basic human needs (physical, psychological, social) within different cultures. For example:

	Physical Psychological Social
Canada	
Germany	
Brazil	
China	

- Students view an informational video about Germany, Austria, or Switzerland, and list in a chart how their citizens meet their needs.
- Students interview recent immigrants from a variety of countries, then classify and compare how they meet their basic needs to how Canadians meet their basic needs. This can be established through an EAL class or school.
- Students are encouraged to attend multicultural concerts and celebrations, such as a Christmas around the world concert either during or after school hours. They report back to class about their experiences.

**Valuing Similarity***Students will be able to:***7.3.2** examine the common human needs and experiences of people around the world  
*(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- distinguish between needs and wants?
- identify and explore common human needs and experiences of people around the world?

 **Checklists**

Create checklists to determine students' developing skills in appreciating similarities and in reflecting on its significance to themselves. This data can be used for conferencing.

 **Anecdotal Records**

While observing students working in groups to complete tasks, note and record the comparisons students make between the needs and experiences of people in different cultures and the similarities students notice. Date and record the context of observations.

 **Response Journals/Reflection Logs**

Respond to students' dialogue journals to provide positive feedback and support in regards to their reflections on the activity and its significance to them.

 **Work Samples**

Collect samples of needs charts to note students' success in identifying and categorizing human needs.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Contributing to Community**

*Students will be able to:*

**7.3.3** provide positive contributions and leadership within the school and/or community

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Grade 6 students plan Oktoberfest or another cultural event for the school and run the event for the entire school to participate in.
- Students prepare Christmas carols and greetings, “*Weihnachtskarten*,” and visit nursing or seniors’ homes.
- Students organize a cultural or religious celebration and invite their English peers. An explanation of the traditions, rituals, and culturally appropriate behaviours and responses should be prepared and explained.
- For Random Acts of Kindness Day, students bake cookies and distribute them to those individuals they believe have made an important difference in the local community or the German community.
- Students are asked to volunteer five hours of their time throughout the year to a German organization of their choice.
- Share a biography about an interesting athlete, scientist, author, musician, or artist, preferably of German descent. Working in cooperative learning groups, students complete a follow-up activity (e.g., make a poster, create a display table, prepare an illustrated timeline, or a collage using words and phrases highlighting that person’s talents and contributions). Students invite other classes to visit and view their work.
- Students brainstorm a list of community service projects that they can organize:
  - visit a seniors’ lodge
  - donate to a food bank
  - donate to an animal shelter
  - have a mitten tree
  - make cards for sick children from their classroom
  - take part in character education
  - help as volunteers in lower-grade classes
  - take part in a school patrol program
  - volunteer as school secretaries
  - volunteer as library assistants

**Contributing to Community***Students will be able to:***7.3.3** provide positive contributions and leadership within the school and/or community (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- show a willingness to contribute positively to the school or local community?
- take initiative in organizing and participating in events/projects that benefit the school or local community?
- make positive contributions to the school and local community?

 **Checklists/Anecdotal Records**

Create a checklist based on the Focus for Assessment criteria. Date each observation and note its context. This data can be used for conferencing with students.

 **Work Samples**

Assess students' posters, looking for evidence that the information is:

- accurate and complete
- displayed in a logical way to enhance meaning
- written in understandable German

 **Self-Assessments**

Students complete self-assessment forms to self-report on personal contributions to group tasks. Students use checklists, diaries, or learning logs.

 **Quick Checks**

Use a Quick Check to determine how students feel about the way they worked on a cooperative activity. Students show a “thumbs up” if their group worked well. They show a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick Checks may be used when time does not permit using an extended checklist.

 **Self-Reflections/Self-Assessments**

Students reflect on their personal contribution to the success of the community service project undertaken by the class. Help students generate their own checklists and ask them to create a web showing all the different people who benefited from the service project. Students may be asked to use key words and graphics to describe at least two ways each person or group of people benefited

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Contributing to Community**

*Students will be able to:*

**7.3.3** provide positive contributions and leadership within the school and/or community (*continued*)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students initiate and participate a letter writing/visitation project with seniors in a seniors' home.
- Students prepare for a performance at a community or school event. Students may prepare displays of work, songs, mini-dramas, dances, etc.

As a class, students choose a community service project from the list above and, working in cooperative groups, make a plan to carry it out. During the project, students take photos and write reflections and display them on a bulletin board in the hallway to encourage other classes to engage in a project to serve the community.

GRADE

6

Specific  
Outcome

**Contributing to Community**

*Students will be able to:*

**7.3.3** provide positive contributions and leadership within the school and/or community (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**



General Outcome

7

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

7.4 Responsible  
Citizenship

GRADE

6

Specific  
Outcome

**Responsible Citizenship**

*Students will be able to:*

**7.4.1** explore the meaning of personal and social conscience; demonstrate problem-solving and decision-making skills

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students discuss the waves of German immigrants and why there is such an outflux of German citizens. In groups, students brainstorm where they can go to find out information about new immigrants (e.g., Internet, invite a new immigrant to speak to the class, etc.).
- Lead a historical discussion on the “Push and Pull” factors that immigrants experience that may cause them to leave.

**Responsible Citizenship***Students will be able to:***7.4.1** explore the meaning of personal and social conscience; demonstrate problem-solving and decision-making skills (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- reflect on and explore the meaning of personal conscience?
- reflect on and explore the meaning of social conscience?
- use effective problem-solving skills when working independently or in a group?
- use effective decision-making skills?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Observe students as they engage in activities that demand decision-making and choices.

 **Conferences**

Conference with students to reinforce positive behaviour and to provide feedback on their abilities to make informed decisions. Check for discrepancies between students' self-assessments and the behaviours that are actually observed.

 **Self-Assessments**

Students complete self-assessments that indicate their ability to make decisions and solve problems when either working independently or in a group.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Interdependence**

*Students will be able to:*

**7.4.2** participate in and contribute to group activities effectively; recognize that cooperation is important

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students will cooperate to prepare a play for others to view.
- Students play a game of soccer. Remove one player from each team at a time. After the game is over, students discuss the importance of each member of the team and playing as a team.
- Students brainstorm an idea individually and then are paired to combine their ideas. Students then discuss the relevance of the idiom “two heads are better than one.”
- Invite students to help decide on various group roles and the responsibilities of each role. As students brainstorm roles and responsibilities, write ideas onto a Roles and Responsibilities chart. Some roles may include:

Recorder: *Schreiben*

Explainer: *Erklären*

Encourager: *Ermutigen*

Summarizer: *Zusammenfassen*

Timekeeper: *auf die Zeit achten*

Discuss the various roles with students and how they can choose roles for different group tasks.

**Interdependence***Students will be able to:***7.4.2** participate in and contribute to group activities effectively; recognize that co-operation is important (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize that co-operation is important?
- participate effectively in group activities?
- accept and carry out assigned group roles?

 **Checklists**

Develop checklists based on the Focus for Assessment criteria. Record observations and information, such as date, students' names, roles, and comments about co-operative behaviour.

 **Self-Assessments/Self-Reflections**

Invite students to discuss and write reflections about what was done well and what could have been done better in the role they assumed in the group (referring to the Roles and Responsibilities chart developed when beginning group work).

 **Conferencing**

Conference with students to provide feedback on their development in taking roles and sharing responsibilities as a cooperative group member.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Intercultural Skills**

*Students will be able to:*

**7.4.3** recognize and respect individual differences; recognize the worth of every individual

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students learn to be more empathetic by having a class discussion to come up with a list of solutions (e.g., What if you have to work with someone who has some certain traits that the other group members don't like? How can they work together harmoniously?)
- Students write their name on the top of a page. They then pass the paper back. The next student writes a compliment about the student. The papers continue to move down the row until it comes back to the original student. Each student will read compliments about themselves and realize they all have many positive attributes.
- Model using different techniques for forming cooperative learning groups.
  - a) draw names
  - b) give numbers
  - c) by colors
  - d) with cards

Students work in these groups to complete a task assigned by the teacher.
- Students have a class discussion on what to do and they create a list of options of what they can do. For example:
  - a) take turns to play
  - b) include all in playtime
  - c) write compliments to one another
- On a specified day of each month, students draw a name of a classmate and must write five positive phrases that describe that individual.
- Students play a game where a student says his or her name and a special quality about themselves. Each person in the circle must repeat the person's name and the special quality, and then add themselves to the list.

**Intercultural Skills***Students will be able to:***7.4.3** recognize and respect individual differences; recognize the worth of every individual (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize and respect individual differences among his/her peers?
- recognize the worth of every individual?

 **Anecdotal Records**

Observe and make anecdotal notes to record students' behaviours during a variety of activities that involve working with others in order to assess their acceptance of differences in the characteristics and abilities of others.

 **Checklists**

Observe students in a variety of contexts over time to determine whether they recognize and accept differences in the abilities and characteristics of others. Review data using a checklist based on the Focus for Assessment criteria to note students' behaviours over time.

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Future Opportunities**

*Students will be able to:*

**7.4.4** identify personal interests and explore future opportunities for learning and employment

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students identify different job opportunities based on their own interests. Invite guest speakers to share the responsibilities of the jobs (Career Days). Students will create a brief outline of skills and qualifications for a chosen occupation.
- Students visit different places that demand a second language.
- Students reflect on the advantages and disadvantages of being in a bilingual program.
- Students explore international job websites (see 7.1.2).
- Students create a description of their dream job and integrate knowing a second language and how that could change their prospective job possibilities.
- Provide frequent opportunities for students to reflect on key concepts and useful information they have learned and to set personal goals, particularly for oral communication. For example, students start each class by noting daily goals for:
  - number of times they will speak
  - number of people they will speak to
  - two or three key words or structures they will practise and use at least five times
 At the end of each class, students could review their goals and record the extent of their success.
- Students brainstorm a list of personal goals a Grade 6 student might have. Record students' ideas in German onto chart paper. Working with partner, students classify the list of goals as short-term and long-term goals. Students choose one short-term and one long-term goal and on a goal-setting sheet write up their goal and action plan. Students should reflect on what would happen if they didn't achieve their goals

**Future Opportunities***Students will be able to:***7.4.4** identify personal interests and explore future opportunities for learning and employment (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify his/her own strengths?
- identify his/her own interests?
- explore future learning and employment opportunities?

 **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date and note the context of all observations.

 **Self-Assessments**

Students reflect on their progress toward meeting their personal goals using simple sentence starters or forms.

 **Conferences**

Meet with students to discuss their progress towards the goals they had set for themselves at the beginning of the year. Provide feedback suggestions and encouragement.

 **Journals or Learning Logs**

Using the monitoring sheet developed in class, students write a short sentence or two reflecting on their progress toward achieving their goal.