

GRADE 7 TO GRADE 12 GERMAN LANGUAGE AND CULTURE

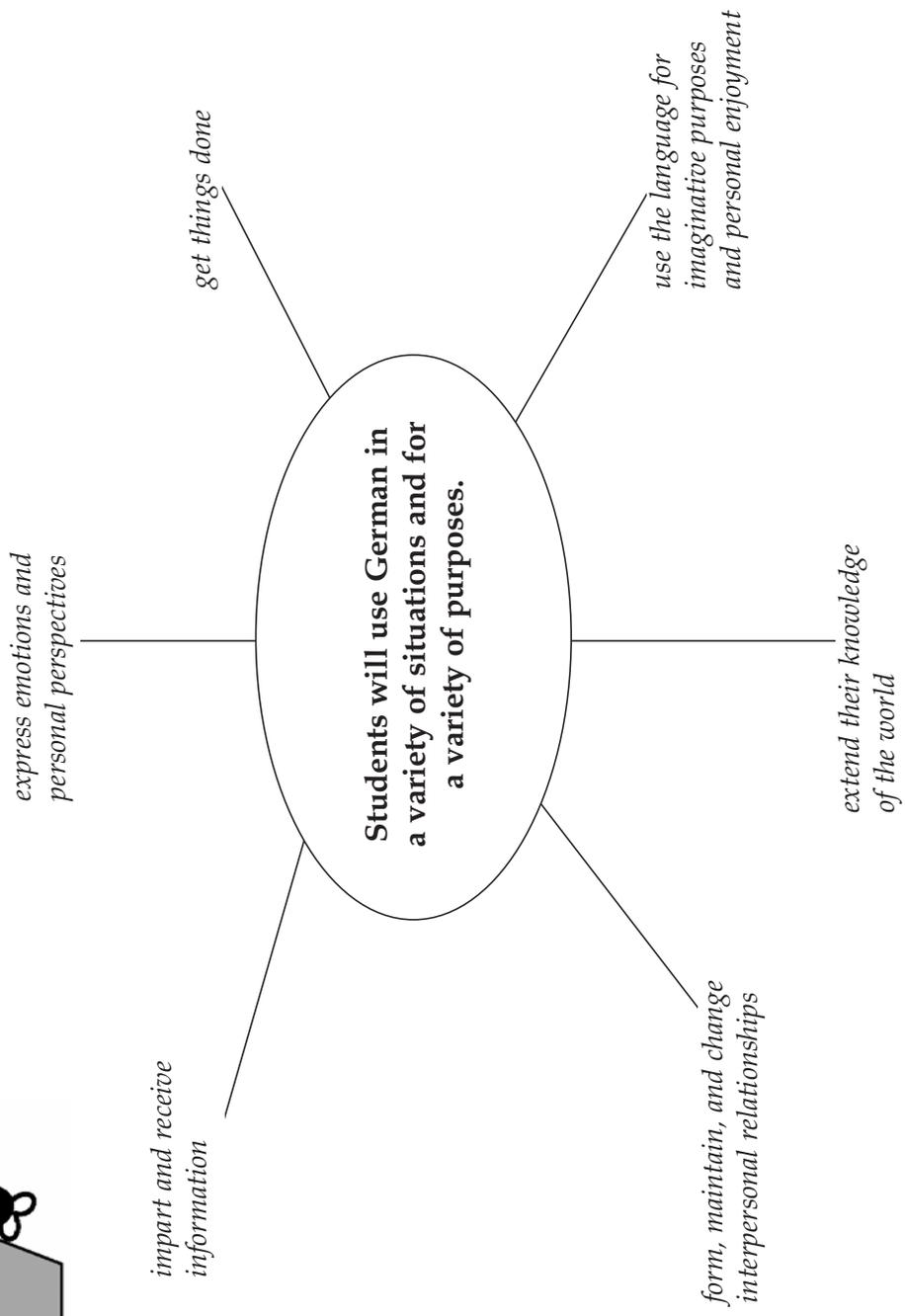
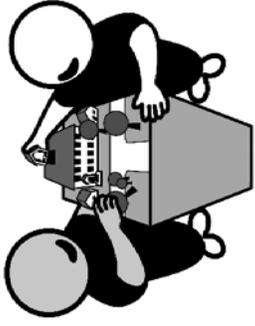
Grade 11

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APPLICATIONS
GRADE 11



Applications





APPLICATIONS

General Learning Outcome 1: Students will use German in a variety of situations and for a variety of purposes.

The specific learning outcomes under the heading Applications deal with **what** the students will be able to do with the German language, that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate. This functional competence, also called actional competence, is important for a content-based or task-based approach to language learning where students are constantly engaged in meaningful tasks (Celce-Murcia, Dörnyei, and Thurrell).

The functions are grouped under six cluster headings – see the illustration on the preceding page. Under each of these headings, there are one or more strands. Each strand deals with a specific language function (e.g., share factual information). Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways (e.g., “This is my dog.”). As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled **manage group actions** has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading **to extend their knowledge of the world** will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the German language.

The level of linguistic, sociolinguistic, and discourse competence that students will exhibit when carrying out the functions is defined in the specific learning outcomes for Language Competence for each course. To know how well students will be able to perform the specific function, the Applications learning outcomes must be read in conjunction with the Language Competence learning outcomes.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>General Learning Outcome 1: Applications Students will use German in a variety of situations and for a variety of purposes.</p> <p>1.1 receive and impart information</p> <p>1.1.1 <i>Share Factual Information</i></p> <ul style="list-style-type: none"> ❖ comprehend and recount events that took place in the past (e.g., historical, cultural) <p>1.2 express emotions and personal perspectives</p> <p>1.2.1 <i>Share Ideas, Thoughts, Opinions, Preferences</i></p> <ul style="list-style-type: none"> ❖ inquire about, express, and support opinions; and express probability and certainty (e.g., <i>vielleicht, wahrscheinlich, bestimmt</i>) 	<p>➤ Have students work in groups of four. Provide each group with a different article on the same topic written in German from a magazine or newspapers. Have each group generate four questions based on key information. Then have students regroup so that each member of the group has a different article, with four questions (Jigsaw). Have students then pool their information and ask each other the generated questions in order to get a complete picture of the topic.</p> <p>➤ Construct an anticipation guide that consists of three to eight short statements that reflect major ideas around the themes of the media and its impact or around a current event. Present the statements to the students and ask them to either agree or disagree, justifying their choice based on their current information or knowledge. Have students read, view, or listen to the materials on the topics of the impact of the media or a current event. Then have students return to their anticipation guides to determine whether their thinking has been altered by the exposure to the new content, and to identify ideas that have been confirmed (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 6 – 11).</p> <p><small>*Reprinted (or adapted) from the <i>Spanish 5 to 12 Integrated Resource Package</i> (1997). Used with permission of the Ministry of Education, Province of British Columbia. All future references to <i>BC Resource Package</i> fall under this permission statement.</small></p> <p style="text-align: right;"><i>(continued)</i></p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students work with a magazine or newspaper article, look for evidence that they are able to ask appropriate questions to find key information.

Language Use Strategies Outcomes:

- predict meaning by interpreting graphics and pictures
- locate familiar words and focus on key words
- use the context to support inferences about the information
- focus on finding the key information they need

- When students work with anticipation guides, look for evidence that they are able to
 - express an opinion or preference using support data and justification
 - use information found in materials which they have viewed or to which they have listened in order to support or refute opinions
 - speak with comfort and confidence about opinions and preferences

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PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.2 express emotions and personal perspectives (continued)</p> <p>1.2.2 <i>Share Emotions, Feelings</i></p> <ul style="list-style-type: none">❖ discuss emotions and feelings in a variety of situations	<ul style="list-style-type: none">➤ Display several paintings. Encourage student to identify feelings the paintings evoke, giving reasons for these responses.
<p>1.3 get things done</p> <p>1.3.1 <i>Guide Actions of Others</i></p> <ul style="list-style-type: none">❖ give advice and warning	<ul style="list-style-type: none">➤ Have students write a letter to “Miss Lonelyhearts” explaining a problem, and then write a response to that letter offering advice. Make students aware of the necessary grammatical structures required for the task, such as the use of modal auxiliaries and the imperative in the singular.
<p>1.3.2 <i>State Personal Actions</i></p> <ul style="list-style-type: none">❖ express intention and make a promise in a variety of situations	<ul style="list-style-type: none">➤ Have students construct a dialogue between a parent and a child in which an intention is stated and a promise is made. Make students aware of the necessary grammatical structures required, such as the future tense.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.3 get things done (continued)</p> <p>1.3.3 <i>Manage Group Actions</i></p> <ul style="list-style-type: none">❖ negotiate in a simple way with peers in small-group tasks	<ul style="list-style-type: none">➤ In small groups, have students prepare a dream-trip itinerary. Have students negotiate and reach consensus on the destinations on their itinerary.
<p>1.4 form, maintain, and change interpersonal relationships</p> <p>1.4.1 <i>Manage Personal Relationships</i></p> <ul style="list-style-type: none">❖ offer and respond to congratulations, and express regret	<ul style="list-style-type: none">➤ Have students create a card for an occasion, such as a wedding, a graduation, or a birthday party, and write a note of congratulations and regret to the recipient.
<p>1.5 extend their knowledge of the world</p> <p>1.5.1 <i>Discover and Explore</i></p> <ul style="list-style-type: none">❖ explore connections and gain new insights into familiar topics	<ul style="list-style-type: none">➤ Provide students with the front page of a German newspaper or a newspaper from the Internet and have students discuss the current events in Germany.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students negotiate with their group members, look for evidence that they
 - ask pertinent questions to clarify and obtain additional information
 - add relevant comments to enhance information

- When students write their messages, look for evidence that they are able to use appropriate vocabulary to express congratulations and regret.

- When students read and discuss current news in Germany, look for evidence that they are able to
 - offer a personal perspective or reaction
 - understand the main issues

SUGGESTED LEARNING RESOURCES



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students work in groups with research material, look for evidence that they
 - ask appropriate questions to find information and details needed
 - focus on key words and phrases
 - make logical inferences based on language and vocabulary used to organize the article into logical sequence
 - formulate appropriate questions for submission

- When students prepare summaries of articles, provide students with a checklist based on the rules of summarization provided. Look for evidence that, in the summary, students are able to
 - identify the topic sentence
 - focus on key words and phrases
 - include only relevant information, without trivial and repetitious information
 - present summaries clearly, with generally accurate pronunciation and intonation

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PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.5 extend their knowledge of the world (continued)</p> <p>1.5.3 <i>Explore Opinions and Values</i></p> <ul style="list-style-type: none">❖ express own position on an issue, and provide supporting reasons <p>1.5.4 <i>Solve Problems</i></p> <ul style="list-style-type: none">❖ generate and evaluate alternative solutions to problems	<ul style="list-style-type: none">➤ Using the Internet or actual newspapers, have each student identify a current issue and take a position on it, supplying reasons for that position.➤ Present a situation from current events (e.g., conflicts between countries, sports matters, etc.). In groups of three, have students elaborate three possible solutions. Discuss solutions with the class and together choose the three best possible solutions.
<p>1.6 for imaginative purposes and personal enjoyment</p> <p>1.6.1 <i>Humour/Fun</i></p> <ul style="list-style-type: none">❖ use German for fun and to interpret and express humour (e.g., video clips, jokes)	<ul style="list-style-type: none">➤ Present students with several editorial cartoons. In groups or in pairs, have students interpret the cartoons. Discuss the interpretations with the class and establish some of the main characteristics of editorial cartoons. Have students then draw an editorial cartoon related to a current event and present their cartoon to the class.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students complete the task, look for evidence that they
 - are able to formulate a position
 - can provide possible reasons for their position

- When students work in groups to find solutions to situations in current events, look for evidence that students
 - suggest solutions that are logical and relate to the problem
 - allow each student to provide possible solutions

- When students interpret and the create their own editorial cartoons, look for evidence that students are able to
 - identify the current event to which the cartoon refers
 - identify the main characteristics as well as the element of humour in editorial cartoons
 - explain any cultural references in the cartoon
 - use knowledge of characteristics of an editorial cartoon to create their own humorous cartoon

SUGGESTED LEARNING RESOURCES



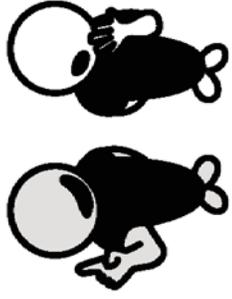
PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.6 for imaginative purposes and personal enjoyment (continued)</p> <p>1.6.2 <i>Creative/Aesthetic Purposes</i></p> <ul style="list-style-type: none">❖ use German creatively (e.g., experiment with the sounds and rhythms of German, create a poem or rap) <p>1.6.3 <i>Personal Enjoyment</i></p> <ul style="list-style-type: none">❖ use German for personal enjoyment (e.g., use the Internet to explore German cultures)	<ul style="list-style-type: none">➤ Have students listen to some examples of German rap music and create a short rap text of their own. Students then present their text to the class. ➤ Have students watch a movie or cartoon in German and encourage them to express their impressions of it.



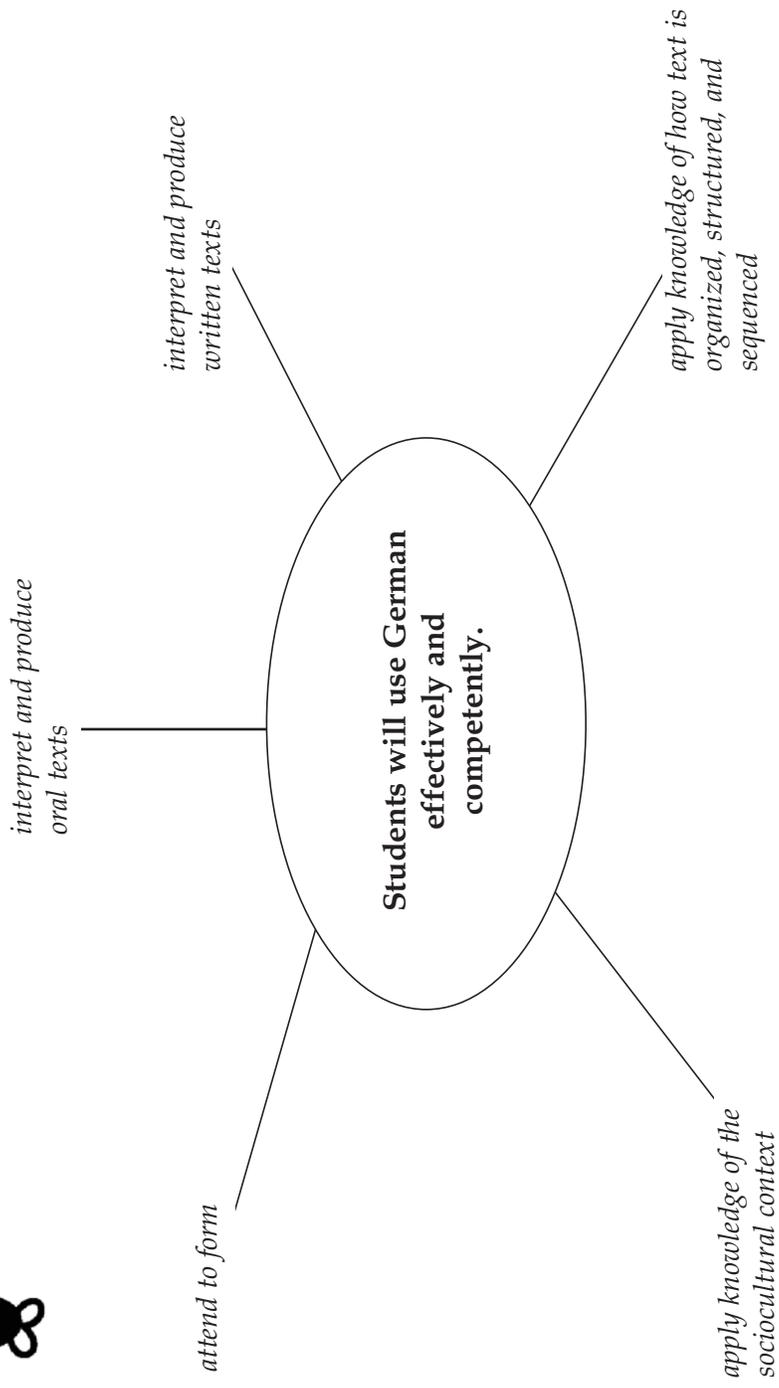
NOTES

***LANGUAGE
COMPETENCE
GRADE 11***





Language Competence





LANGUAGE COMPETENCE

General Learning Outcome 2: Students will use German effectively and competently.

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific learning outcomes under Language Competence deal with knowledge of the German language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes, in other words, in practical **applications**.

The various components of language competence are grouped under four cluster headings – see the illustration on the preceding page. Under each of these headings there are several strands. Each strand deals with a single aspect of language competence. For example, under the cluster heading **attend to form**, there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases), and grammatical elements (syntax and morphology).

Although the learning outcomes isolate these individual aspects, language competence should be developed through learning activities that focus on meaningful uses of the German language and on **language in context**. Tasks will be chosen based on the needs, interests, and experiences of students. The vocabulary, grammar structures, text forms, and social conventions necessary to carry out a task will be taught, practised, and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>General Learning Outcome 2: Language Competence</p> <p>Students will understand and produce German effectively and competently in spoken and written forms.</p> <p>2.1 interpret and produce oral texts</p> <p>2.1.1 <i>Aural Interpretation</i></p> <ul style="list-style-type: none">❖ understand short oral texts on a variety of topics <p>2.1.2 <i>Oral Production</i></p> <ul style="list-style-type: none">❖ understand short written texts on a variety of topics	<p>➤ Have students listen to a radio advertisement or view a TV ad. In pairs or in small groups, have students identify the product, some details about the product, the slogan, and the target audience.</p> <p>➤ Show students a German commercial, cutting off the message at the end of the commercial. Students must then guess what the message is, based on what they saw and heard in the first part of the message. Discuss students' ideas for the message and then play the whole commercial.</p> <p>➤ Select a legend or myth that has three or four logical stopping points in the story. Have students examine the title, author, and illustrations. Ask students questions to develop predictions about the characters, setting, and plot. Using a Before-During-After Reading Map, record students' predictions beside B under each of the story elements. Have students read the first segment of the story silently to check predictions. Discuss with students whether or not their predictions were correct and ask them to make predictions about the next segment of reading. Record these predictions in the D (during) section of the map. Continue the predicting-reading-proving cycle until the selection is completed. Record any new information in the A section of the map (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation, Strategies</i> – 146–147).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students view German commercials, look for evidence that they
 - identify the message
 - have used specific details in their interpretation
 - are open to considering a variety of views and interpretations

- As students use the Before-During-After Reading Map for the reading of legends or myths, look for evidence that students are able to
 - identify the key elements of the story
 - focus on key words, phrases, and ideas
 - make logical inferences based on the title, author, and illustrations

Have students retell the story in written or oral form.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.1 interpret and produce oral texts (continued)</p> <p>2.1.2 <i>Oral Production (continued)</i></p> <ul style="list-style-type: none">❖ understand short written texts on a variety of topics <p>2.1.3 <i>Interactive Fluency</i></p> <ul style="list-style-type: none">❖ derive meaning from the visual elements of a variety of media, in guided and unguided situations	<ul style="list-style-type: none">➤ Have students read a review of a movie, TV show, performance, or music CD. Students must identify the main points of the review, as well as some supporting details. <ul style="list-style-type: none">➤ Invite students to examine cartoons or comic strips written in German and to note common expressions. Have students pay particular attention to the visual elements. Have students think about what meaning is communicated visually and how it is done.➤ Have students view a variety of German commercials and have them identify the specific purpose, intended audience, and message of each. Have students consider how the visual component of the commercial contributes to the interpretation.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students work with reviews, look for evidence that they are able to
 - identify the main points
 - provide details
 - use cognates and contextual clues to derive meaning

- When students analyze German-language cartoons or comic strips, look for evidence that they are able to interpret the visual to derive additional meaning.

- When students view German commercials, look for evidence that they
 - use visual clues to help identify purpose, intended audience, and message
 - focus on key vocabulary and expressions to help identify purpose, intended audience, and message

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.2 produce oral and written texts</p> <p>2.2.1 <i>Noninteractive Spoken Production</i></p> <ul style="list-style-type: none">❖ produce oral texts on familiar topics, in guided and unguided situations <p>2.2.2 <i>Interactive Spoken Production</i></p> <ul style="list-style-type: none">❖ initiate and manage simple interactions without undue difficulty, asking for repetition or clarification when necessary	<ul style="list-style-type: none">➤ Have students memorize and dramatize a poem of the student's choice from a list provided by the teacher. ➤ Have students role-play a situation that involves preparation for a travel destination (e.g., call a travel agent for travel arrangements, arrival at the airport and interaction with the ticket agent and customs official, on the plane, arrival at the hotel).



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students present the dramatization, look for evidence that
 - the understanding is communicated effectively
 - the poem is presented with clear and proper pronunciation and intonation

- As students prepare role plays, discuss assessment criteria with students before they begin. Criteria might include the following:
 - students keep interaction going
 - students are able to handle unexpected events by using short pauses to plan what to say
 - students are able to identify breakdowns in communication and find ways to get meaning across
 - meaning is clear
 - appropriate details are included in questions and answers
 - gestures and body language support communication
 - pronunciation and intonation are generally accurate

(See role-play assessment criteria in Classroom Assessment, p. 11.)

SUGGESTED LEARNING RESOURCES



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare texts and the cover page, discuss assessment criteria with students before they begin. Criteria might include the following:
 - thoughts, ideas, and feelings are clearly communicated
 - a front page or cover page tells what the document is about
 - visuals support the ideas in the articles
 - accurate and detailed information supports the main point

Language Competence, Attend to Form Outcomes:

 - language structures and verb tenses are used appropriately
 - spelling is correct
 - punctuation is correct

- When students create visual displays after exploring articles and reference materials, look for evidence that they are able to
 - communicate thoughts, ideas, and feelings clearly
 - represent the main topics and information accurately
 - include key words or phrases as labels
 - identify their intended audience
 - identify their purpose (what they are trying to communicate)
 - use a variety of visual media
 - work in unguided situations

- When students present their poems and visual representations, look for evidence that the latter reflects the former.

SUGGESTED LEARNING RESOURCES



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

- Look for evidence that students spell target vocabulary accurately in a variety of situations.



PRESCRIBED LEARNING OUTCOMES
<p>2.3 attend to form (continued)</p> <p>2.3.3 <i>Lexicon</i></p> <ul style="list-style-type: none">❖ recognize that various words and expressions may convey the same idea, and recognize and use words and expressions that convey shades of meaning❖ understand and use vocabulary and phrases related to the following topics/areas of experience:<ul style="list-style-type: none">– personal relationships<ul style="list-style-type: none">✓ peers✓ friends✓ relatives– German civilization<ul style="list-style-type: none">✓ history✓ famous people✓ inventions✓ literature✓ architecture✓ myths/legends– leisure and recreation<ul style="list-style-type: none">✓ sports and exercise✓ health and lifestyle– contemporary life and issues<ul style="list-style-type: none">✓ current events✓ science and technology✓ institutions and systems (schools)✓ environment✓ housing– popular culture<ul style="list-style-type: none">✓ mass media✓ advertising✓ music✓ literature– European context<ul style="list-style-type: none">✓ geography/topography✓ travel✓ the European Union– personal image<ul style="list-style-type: none">✓ fashion✓ careers✓ future plans– other areas<ul style="list-style-type: none">✓ topics of special interest to students

SUGGESTIONS FOR INSTRUCTION



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

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PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.3 attend to form (continued)</p> <p>2.3.4 <i>Grammatical Elements</i></p> <ul style="list-style-type: none">❖ recognize and use, in modelled situations, the following grammatical elements:<ul style="list-style-type: none">– sentence structure: position of subject and objects– genitive case as a concept– possessive pronouns in genitive– prepositions with genitive– relative clauses in dative and genitive	<p>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 grammatical elements and be able to apply them in very limited situations.</p> <p>Example of a modelled situation:</p> <p>In preparation for a group project, students build a list of the activities that they would like to do. Students practise the structure “<i>Ich möchte _____ . Möchtest du _____.</i>” using the sentence patterns provided. Then students survey other classmates: “<i>Was möchtest du morgen machen?</i>” Students answer saying “<i>Ich möchte ...,</i> with an infinitive of their choice. Each person then summarizes the results of their mini-survey: <i>Drei Schüler möchten tanzen,</i> and so on.</p>



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

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PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.3 attend to form (continued)</p> <p>2.3.4 <i>Grammatical Elements (continued)</i></p> <ul style="list-style-type: none">❖ use, in structured situations, the following grammatical elements:<ul style="list-style-type: none">– simple past– reflexive verbs– nominative, accusative, and dative case as a concept– sentence structure: time/manner/place– personal pronouns in dative– possessive pronouns preceding dative objects– prepositions with accusative and dative– adjectival endings– infinitive phrases and clauses– relative clauses in nominative and accusative ❖ use, independently and consistently, the following grammatical elements:<ul style="list-style-type: none">– plural of nouns– separable verbs– perfect tense– modal verbs in simple past– future tense– personal pronouns in accusative– subordinate clauses– comparison of adjectives (all forms)	<p>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 grammatical elements and be able to apply them in familiar contexts with teacher guidance.</p> <p>Example of a structured situation: Provide students with a map of their town or city. Identify key locations on the map. Having taught the use of dative and accusative prepositions, group students in pairs and have students alternately ask for directions and give directions to specified locations.</p> <p>Independently and Consistently: 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 will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.</p> <p>Example of an independent situation: Students send a letter or an email message to an administrator in the school, giving recommendations for improving the school building and services. Students should be advised to use the modal verbs and the comparative form of adjectives.</p>



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

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PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.4 apply knowledge of sociocultural context</p> <p>2.4.1 <i>Register</i></p> <ul style="list-style-type: none">❖ recognize and use formal and informal language in a variety of contexts <p>2.4.2 <i>Idiomatic Expressions</i></p> <ul style="list-style-type: none">❖ use selected proverbs and sayings to enhance communication <p>2.4.3 <i>Variations in Language</i></p> <ul style="list-style-type: none">❖ recognize and adapt to regional differences in spoken German (e.g., Germany, Austria, Switzerland)	<ul style="list-style-type: none">➤ After a field trip to a <i>Kinderschule</i> or bilingual school (or other comparable field trip), have students write a formal thank-you letter to the teacher or school and an informal letter to one of the students with whom they became acquainted. ➤ Have students view German commercials and have students work in small groups to identify popular, contemporary expressions (e.g., “Got Milk?” – English). ➤ Have students view a portion of a taped news broadcast featuring interviews with ordinary people. Have students identify variations in language (e.g., differences in vocabulary and pronunciation used by the newscaster and by people interviewed).



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Work with students to develop a checklist they can use for self and peer assessment of their letters. The checklist might include items such as the following:
 - audience and purpose are clear
 - sentence structure and vocabulary are appropriate to audience and purpose
 - organization and form is appropriate
 - formal register is used where required
 - punctuation is correct
 - spelling is correct

- When students watch German commercials, look for evidence that they are able to
 - identify key vocabulary in order to decipher and understand idiomatic expressions
 - use visual clues to help provide context

- When students view a newscast, look for evidence that they are able to
 - identify expressions and vocabulary that vary from one speaker to another
 - suggest reasons for differences
 - identify differences in pronunciation or intonation

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.4 apply knowledge of sociocultural context (continued)</p> <p>2.4.4 <i>Social Conventions</i></p> <ul style="list-style-type: none">❖ understand social conventions encountered in oral and written texts and situations <p>2.4.5 <i>Nonverbal Communication</i></p> <ul style="list-style-type: none">❖ understand and use some common nonverbal behaviours in a variety of contexts (e.g., norms of personal space)	<ul style="list-style-type: none">➤ Have students work in small groups and create skits in which they have to use varying social conventions (e.g., addressing customs officer or a friend during a trip). ➤ Show students clip of a video or film. Ask students to note gestures that are similar and different from gestures of North American culture. Suggest that students try to incorporate gestures into their skits. ➤ Have students survey informational text to determine how authors present and organize information. Discuss how authors highlight significant information through the use of typographical features, such as bold print, italics, shading, icons, and fonts. Students work in pairs or small groups to create questions using key words which are found in headings, sub-headings, bold print, or italics. Students then read the text in order to answer their questions or the questions of another group (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 5 – 234).



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare a skit using varying social conventions, look for evidence that they are able to
 - apply social conventions
 - use *du* or *Sie* appropriately
 - speak clearly, with appropriate pronunciation and intonation
 - use gestures to help support communication

- When students view films, look for evidence that they are able to
 - identify forms of non-verbal communication such as shaking hands, kissing, hugging, gestures
 - compare findings with their own culture

- When students analyze informational texts and prepare questions based on headings, sub-headings, bold print, or italics, look for evidence that students are able to
 - identify typographical features of the text and give possible reasons for their use
 - use key words in headings, etc., in order to create questions
 - find answers to questions with the help of headings, key words, and phrases

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.4 apply knowledge of sociocultural context (continued)</p> <p>2.4.5 <i>Nonverbal Communication (continued)</i></p> <ul style="list-style-type: none">❖ understand and use some common nonverbal behaviours in a variety of contexts (e.g., norms of personal space)	<ul style="list-style-type: none">➤ After having reviewed a variety of newspaper and magazine articles, invite students to create their own article. Have students use a news story planner to help organize their ideas. The planner could include <i>Headline; Lead; Who? What? Where? When? Why? How? Ending; Quotable Quote</i> (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 8 – 286).
<p>2.5 apply knowledge of how the German language is organized, structured, and sequenced</p> <p>2.5.1 <i>Text Forms</i></p> <ul style="list-style-type: none">❖ use knowledge of text forms to enhance comprehension and production of texts	<ul style="list-style-type: none">➤ Provide students with a variety of texts on the same topic (e.g., TV, radio, and magazine advertisements, letters to the editor, news articles, political propaganda, etc.). Each group may receive a different type of text. Have each group analyze verb tenses used, connecting words, points of view, target audience, and text organization. Each group presents its findings to the class.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students write their own newspaper or magazine article, provide them with a checklist for self and peer assessment. Criteria might include the following:
 - specific purpose and audience are evident
 - headline is evident and clear
 - lead relates to main point and draws reader in
 - 6 W questions provide details to support main point
 - appropriate ending
 - verb tenses are used correctly, agreement of verbs and adjectives is correct
 - spelling is correct

- As students analyze different types of text, look for evidence that they are able to
 - ask appropriate questions to find the necessary information
 - identify the target audience and purpose of text
 - explain how text is organized and give possible reasons for organization
 - identify verb tenses and connecting words that are common in text

SUGGESTED LEARNING RESOURCES



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare a debate, provide students with assessment criteria before they begin. Criteria might include the following:
 - clear message and opinion are given
 - opinions are supported with reasons, proof, and details
 - language structures related to giving opinions are used effectively and appropriately
 - debate conforms to the standard structure

- As students reorganize a cartoon/legend/myth into sequential order, look for evidence that they are able to
 - use visual clues to help create context
 - identify words/expressions that help create sequence
 - retell story, reflecting the main ideas
 - retell the story, using words/expressions that help create sequence (sequential markers)

SUGGESTED LEARNING RESOURCES



NOTES

***GLOBAL
CITIZENSHIP
GRADE 11***





Global Citizenship

study historical and contemporary elements of German-speaking cultures

affirm diversity

Students will acquire the knowledge, skills, and attitudes to be effective global citizens, through the exploration of the cultures of the German-speaking world.

explore personal and career opportunities



GLOBAL CITIZENSHIP

General Learning Outcome 3: Students will acquire the knowledge, skills, and attitudes to be effective global citizens, through the exploration of the cultures of the German-speaking world.

The learning outcomes for Global Citizenship deal with a broad range of knowledge, skills, and attitudes needed to be effective global citizens—in other words, with the development of intercultural competence. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading **study historical and contemporary elements of German-speaking cultures**, there are strands for the processes and methods of acquiring knowledge about German-speaking cultures, the cultural knowledge thus acquired, applications of that knowledge to aid comprehension and to communicate in appropriate ways, positive attitudes toward German-speaking cultures, as well as knowledge of the diversity within those cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of minority cultures. Rather than try to develop an extensive bank of knowledge about the German-speaking cultures, it is more important for students to learn the processes and methods of accessing and analyzing cultural practices. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the German-speaking cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The **affirm diversity** heading covers knowledge, skills, and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>General Learning Outcome 3: Global Citizenship</p> <p>Students will acquire the knowledge, skills, and attitudes to be effective global citizens through the exploration of the cultures of the German-speaking world.</p> <p>3.1 historical and contemporary elements of the culture of German-speaking peoples</p> <p>3.1.1 <i>Gaining/Applying Knowledge of German Cultures</i></p> <ul style="list-style-type: none">❖ explore and identify some elements of German imagination (e.g., fairy tales, stories, movies) <p>3.1.2 <i>Diversity within German Cultures</i></p> <ul style="list-style-type: none">❖ recognize the existence of stereotypes about and within German cultures	<p>➤ Provide students with a few selections of German Romantic poems and after examining them with the class, have each student memorize one and give a dramatic recitation of the poem of his or her choice.</p> <p>➤ Provide students with two pictures of life in Germany, one that emphasizes traditional perceptions (perhaps depicting a traditional celebration), and the other depicting contemporary life. Have students complete a compare and contrast chart and then discuss their observations in small groups.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students present their poems, look for evidence that they
 - demonstrate an understanding and appreciation for German Romantic poetry
 - have made a concerted effort to imprint the aesthetic quality of the poem

- As students share observations in small groups, verify that their perceptions dispel the stereotypes.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.1 historical and contemporary elements of the culture of German-speaking peoples (continued)</p> <p>3.1.3 <i>Accessing/Analyzing Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ identify and use a variety of sources of information to find out about German cultures, and analyze own assumptions about German cultures <p>3.1.4 <i>Valuing German Cultures</i></p> <ul style="list-style-type: none">❖ explore contributions of German cultures to their own societies and to global society	<p>➤ Have students work in groups to research famous artists from the German-speaking world, using various sources to gather information (e.g., the Internet, CD-ROMs, books, newspaper and magazine articles). Have students highlight the characteristic styles and the historical contexts that may have influenced these artists. Ask students to collect this information in folders and share it with the class (<i>BC Resource Package, 64</i>).</p> <p>➤ Invite students to use maps and other relevant sources to identify the trends of German immigration to Canada. Have students research the presence of German institutions and establishments such as museums, publishing houses, restaurants, financial institutions, churches, and schools, within a given region or province. Make a poster to illustrate both the populations and the cultural developments of the immigrants, and present the poster to the class.</p> <p>➤ Brainstorm with the class a list of famous German-speaking people (e.g., activists, athletes, artists, writers, etc.) and ask each student to select one person to research and then report to the class (<i>BC Resource Package, 74</i>).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Look for evidence that students are able to
 - identify and describe characteristic style or styles
 - identify historical elements that influenced the famous artist
 - explain how the historical elements influenced the life and works of the artist

- When students present their posters, look for evidence that
 - the information is accurate
 - the cultural contributions made have been acknowledged

- Before students prepare reports on the contributions of German-speaking individuals to their own countries and the world, discuss criteria such as the following:
 - focuses on the individual's accomplishments and contributions
 - shows insight into the context and importance of the contribution
 - information is accurate
 - uses relevant visual materials, music, or other features to elaborate the topic

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.2 affirming and valuing diversity</p> <p>3.2.1 <i>Awareness of English</i></p> <ul style="list-style-type: none">❖ identify some English words that are used in the German language, including their altered pronunciations and/or meaning (e.g., <i>Handy</i>) <p>3.2.2 <i>General Language Knowledge</i></p> <ul style="list-style-type: none">❖ identify how and why languages borrow from one another <p>3.2.3 <i>Awareness of Canadian Culture</i></p> <ul style="list-style-type: none">❖ identify some of the past and present relationships between German cultures and Canada (e.g., immigration, travel, trade, war)	<p>➤ Have students work in groups to analyze German texts from media. Have them look for cognates, verb structures, proverbs, and idioms. Then have students make comparisons to their first language.</p> <p>➤ Provide students with a short selection written in Old English and another selection in modern German. After reading both selections out loud in class, have students draw comparisons between the two passages. (Ideally, the second passage should be a translation of the Old English selection.)</p> <p>➤ Divide the class into two groups and have each group research the issue of Canada's trade with Germany. One group will explore items most commonly traded in the time before and after World War II. The other group will explore items most commonly traded today. The generated lists will be compared and hypotheses made regarding the changes noted.</p>



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.2 affirming and valuing diversity (continued)</p> <p>3.2.4 <i>General Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ recognize that different cultures may have different interpretations of texts, cultural practices, or products <p>3.2.5 <i>Intercultural Skills</i></p> <ul style="list-style-type: none">❖ explore various strategies for enhancing communication with people from German cultures	<p>➤ Brainstorm with students a variety of elements that help define culture (e.g., clothing, sports, music, recreational activities, education, government, etc.). Have students work in small groups and choose one element of culture. Students identify ways in which their own culture and German-speaking cultures are similar, based on their own knowledge and experience. Have students then research the cultural element they have chosen in order to support or refute their ideas.</p> <p>Students present their information in a visual and oral format, specifically identifying ways in which their own culture and German-speaking cultures are similar.</p> <p>➤ Have students research national heroes, writers, sports people, politicians, or artists. Have students identify their specific contributions to global society (e.g., A. Einstein, J. Bach, J. Strauss, etc.).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students examine one element of culture in detail, discuss assessment criteria before they begin. Criteria might include the following:
 - similarities with own culture clearly identified
 - respect for diversity and differences in customs is evident
 - accurate and detailed information presented
 - information presented in an interesting and original manner
 - pronunciation and intonation are generally accurate

- When students research a specific German figure and present his/her contributions to society, discuss criteria with students before they begin. Criteria might include the following:
 - individual's contributions to global society clearly identified
 - accurate and detailed information presented
 - appropriate vocabulary, verb tenses, and language structures used

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.3 personal and career opportunities</p> <p>3.3.1 <i>German Language and Culture</i></p> <ul style="list-style-type: none">❖ demonstrate awareness of opportunities for further studies or careers related to German <p>3.3.2 <i>Cultural and Linguistic Enrichment</i></p> <ul style="list-style-type: none">❖ identify aspects of music, arts, and crafts of different cultures that are of personal interest	<ul style="list-style-type: none">➤ Have students brainstorm professions, jobs, or activities in Canada for which a knowledge of German would be relevant or useful. Following the brainstorming activity, in small groups, have students discuss their personal reasons for studying German. ➤ Plan a virtual field trip for students in a given domain of German culture, such as music, arts, or crafts. As a part of the activity, have students identify what impressed them the most and the least, and the area that they would like to explore further.



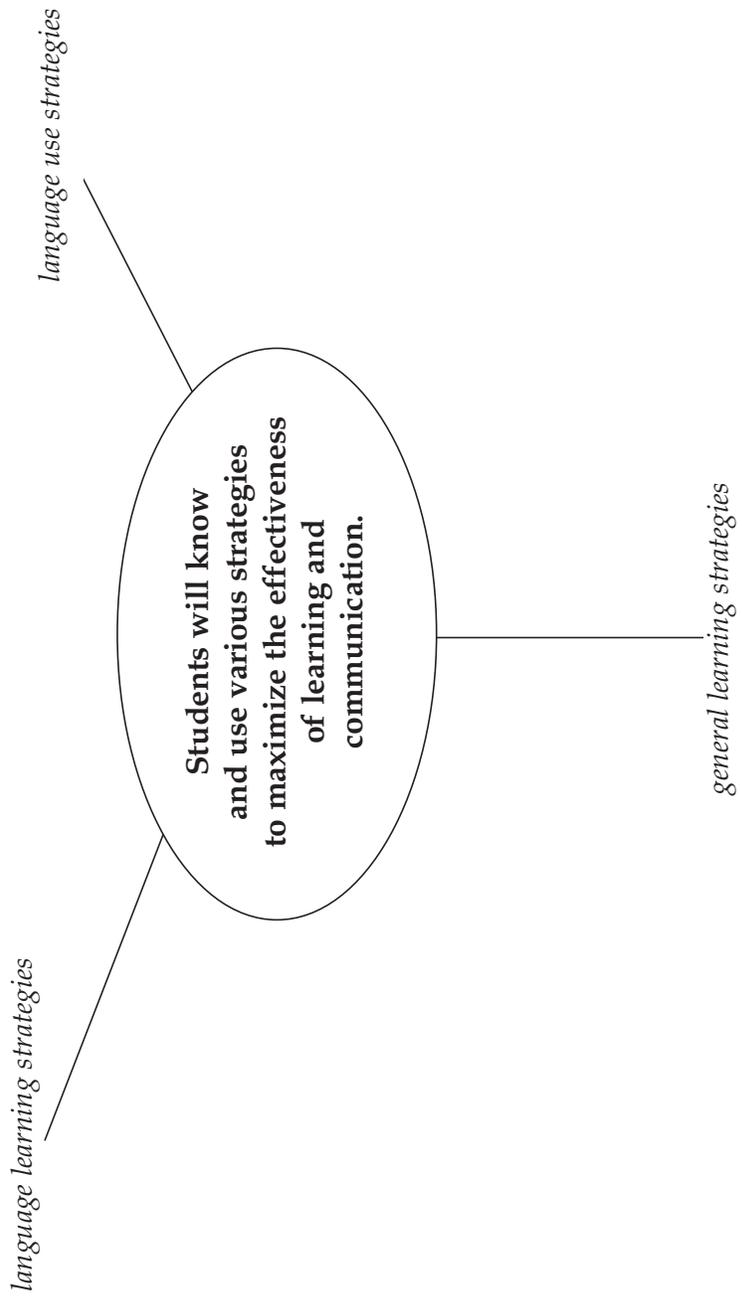
NOTES

STRATEGIES
GRADE 11





Strategies





STRATEGIES

General Learning Outcome 4: Students will know and use various strategies to maximize the effectiveness of learning and communication.

Under the Strategies heading are specific learning outcomes that will help students learn and communicate more effectively. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but also with strategies for language learning, language use in a broad sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the conscious use of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands. Each strand deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive, and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, and productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude, and cultural background. Strategies that work well for one person may not be effective for another person or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular course. Consequently, the specific learning outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies in Appendix E. The specific strategies provided in the comprehensive list are not prescriptive but are provided as an illustration of how the general strategies in the specific learning outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>General Learning Outcome 4: Strategies</p> <p>Students will know and use various strategies to maximize the effectiveness of learning and communication.</p> <p>4.1 language learning</p> <p>4.1.1 <i>Cognitive</i></p> <ul style="list-style-type: none">❖ select and use a variety of cognitive strategies to enhance language learning (e.g., seek the precise term, look for patterns and relationships) <p>4.1.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ select and use a variety of metacognitive strategies to enhance language learning (e.g., evaluate own performance or comprehension at the end of a task)	<p>➤ Before beginning a project, provide students with the opportunity to examine different reference materials. Have students work in groups. Provide each group with a different source of information to work with (e.g., dictionaries, textbooks, grammars, computer programs, etc.).</p> <p>Have each group respond to specific questions about the reference material to help students focus on the particular uses of the material. Then have each group prepare a poster which outlines the organization and specific uses of the reference material with which they worked. Students then report their findings to the class.</p> <p>➤ Provide students with a checklist of language acquisition strategies. Have students check the ones they have used and identify those they have found particularly useful (e.g., use visual clues to create context, listen for key words in a conversation, watch gestures and body language to help decipher meaning, illustrate new vocabulary in a personal dictionary, use acronyms to help remember specific grammatical rules and structures, etc.).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students work in groups to examine different resource materials, look for evidence that they are able to
 - explain how the material is organized
 - provide specific uses for material
 - suggest ways in which material can be used for specific projects
 - use a variety of reference materials when working on projects
 - use reference materials independently

- Have students write a learning log after they have completed the checklist. The learning log should identify which methods are useful to the students and why, as well as new methods that the student will try in the future.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.1 language learning (continued)</p> <p>4.1.2 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ select and use a variety of social and affective strategies to enhance language learning (e.g., brainstorm, reread familiar self-chosen texts)	<p>➤ Have students work in groups of three to prepare a skit about studying abroad and looking for an apartment. The scenes could include:</p> <ol style="list-style-type: none">1. Registering at a hotel or university2. Engaging a taxi or buying a train ticket3. Looking for an apartment <p>Have students pretend that one person in the presentation has trouble with German and have students repeat important expressions several times throughout the presentation. Have students in the audience note the repeated expressions.</p> <p>Have students then discuss the effectiveness of repetition of expressions as a communication strategy.</p>
<p>4.2 language use</p> <p>4.2.1 <i>Receptive</i></p> <ul style="list-style-type: none">❖ select and use a variety of reading and listening strategies (e.g., skimming, scanning, rereading)	<p>➤ Provide students with a guide to help them in skimming of non-fiction material encountered during study of the media (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 5 – 244):</p> <ol style="list-style-type: none">1. Read the title and the first paragraph, and last paragraph or summary.2. Read all the bold print headings, sub-headings, and captions.3. Read the first sentence of each paragraph.4. If the first sentence does not have the main idea, quickly move your eyes to the end of the paragraph and read the last sentence.5. Reread the heading, then move through the paragraph looking for bold print, italics, names, dates, or key words on the topic.6. After skimming all the paragraphs in the selection, read the last paragraph of the selection again.



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

- When students prepare skits about studying abroad, provide assessment criteria before they begin. Look for evidence that they are able to
 - use and emphasize new vocabulary and structures
 - sustain interactions using a variety of strategies (e.g., body language, rephrasing or repeating information, asking questions)
 - respond appropriately to questions and cues from others

- Provide students with a checklist for self assessment of skimming strategies, based on guideline. Look for evidence that students are able to
 - focus on key words and phrases
 - use bold print, italics, etc. to find information

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PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.2 language use (continued)</p> <p>4.2.2 <i>Productive</i></p> <ul style="list-style-type: none">❖ select and use a variety of speaking and writing strategies (e.g., use a variety of resources to correct texts) <p>4.2.3 <i>Interactive</i></p> <ul style="list-style-type: none">❖ select and use a variety of interactive strategies (e.g., start again, using different tactics when communication breaks down)	<p>➤ Have students work in pairs. One student reads a portion of an article out loud while the other student takes notes. Have students then change roles, continuing the reading-note-taking cycle until the article is completed. Have students rewrite the article and then verify their article with the original article for accuracy.</p> <p>Have students first review their own texts with the help of German dictionaries and verb books. Then have a classmate edit the text. Students then correct their texts and either submit them to another classmate or the teacher for a final editing. Students then prepare the final copy of their text.</p> <p>➤ Show students a TV interview. Have them record and then interpret the fillers, hesitation devices, etc., used during the interview. Students then work with partners to interview each other, using fillers, hesitation devices, and circumlocution. Alternatively, two students at a time could be asked to interview each other in front of the class.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students work in pairs to take notes based on an article, look for evidence that they are able to
 - focus on key words and phrases
 - listen attentively and actively to his or her partner
 - make accurate modifications to notes during verification
 - use their notes to reproduce the article accurately in written form

- As students edit their work, look for evidence that they are
 - using a variety of resources
 - editing with increasing frequency and ease

- As students prepare questions and interview a classmate, look for evidence that they are able to
 - formulate appropriate questions
 - use fillers and hesitation devices during interview
 - speak clearly, with accurate pronunciation and intonation

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.3 general learning</p> <p>4.3.1 <i>Cognitive</i></p> <ul style="list-style-type: none">❖ select and use a variety of cognitive strategies to enhance general learning (e.g., formulate key questions to guide inquiry) <p>4.3.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ select and use a variety of metacognitive strategies to enhance general learning (e.g., reflect upon own thinking processes and how they learn)	<p>➤ Provide students with a planning guide to help them formulate key questions and ideas for a research project. A sample guide could include the following:</p> <ul style="list-style-type: none">• Name, Date, Topic• What questions do I want to answer?• In what resources am I likely to find information?• How will I record my information?• How will I give credit to my sources?• How will I share my findings with the class?• How will I assess my work? <p>(Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 8 – 182.)</p> <p>(See an example of a planning guide in <i>Planning</i>, p. 67.)</p> <p>➤ Have students keep a learning log. Provide students with questions such as the following:</p> <ul style="list-style-type: none">• What did I understand about the work I did today?• How did I relate what I already knew with new information?• How have my ideas changed?• What did I not understand?• What questions do I still have?• How could I find answers to my questions? <p>(Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 8 – 38)</p> <p>(See an example of questions for a reflective log in <i>Planning</i>, p. 89.)</p>



SUGGESTIONS FOR ASSESSMENT

- When students use a planning guide to help guide research, look for evidence that students are
 - answering questions with detail
 - considering several alternatives
 - applying the planning guide questions to the development of the research project

- Collect students' learning logs from time to time and look for evidence that students respond thoughtfully and with appropriate detail.

SUGGESTED LEARNING RESOURCES

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PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.3 general learning (continued)</p> <p>4.3.3 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ select and use a variety of social and affective strategies to enhance general learning (e.g., take part in group problem-solving processes)	<ul style="list-style-type: none">➤ As students work in groups to prepare projects, have them identify different ways in which problems can be solved. Have students solve a problem based on one or more ways chosen by the group.



SUGGESTIONS FOR ASSESSMENT

- As students work in groups to arrive at solutions to problems, look for evidence that they
 - provide a variety of solutions
 - choose solutions with reasons
 - take risks to express their opinions
 - participate actively in the group

SUGGESTED LEARNING RESOURCES

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