



GRADE 7 TO GRADE 12 GERMAN LANGUAGE AND CULTURE

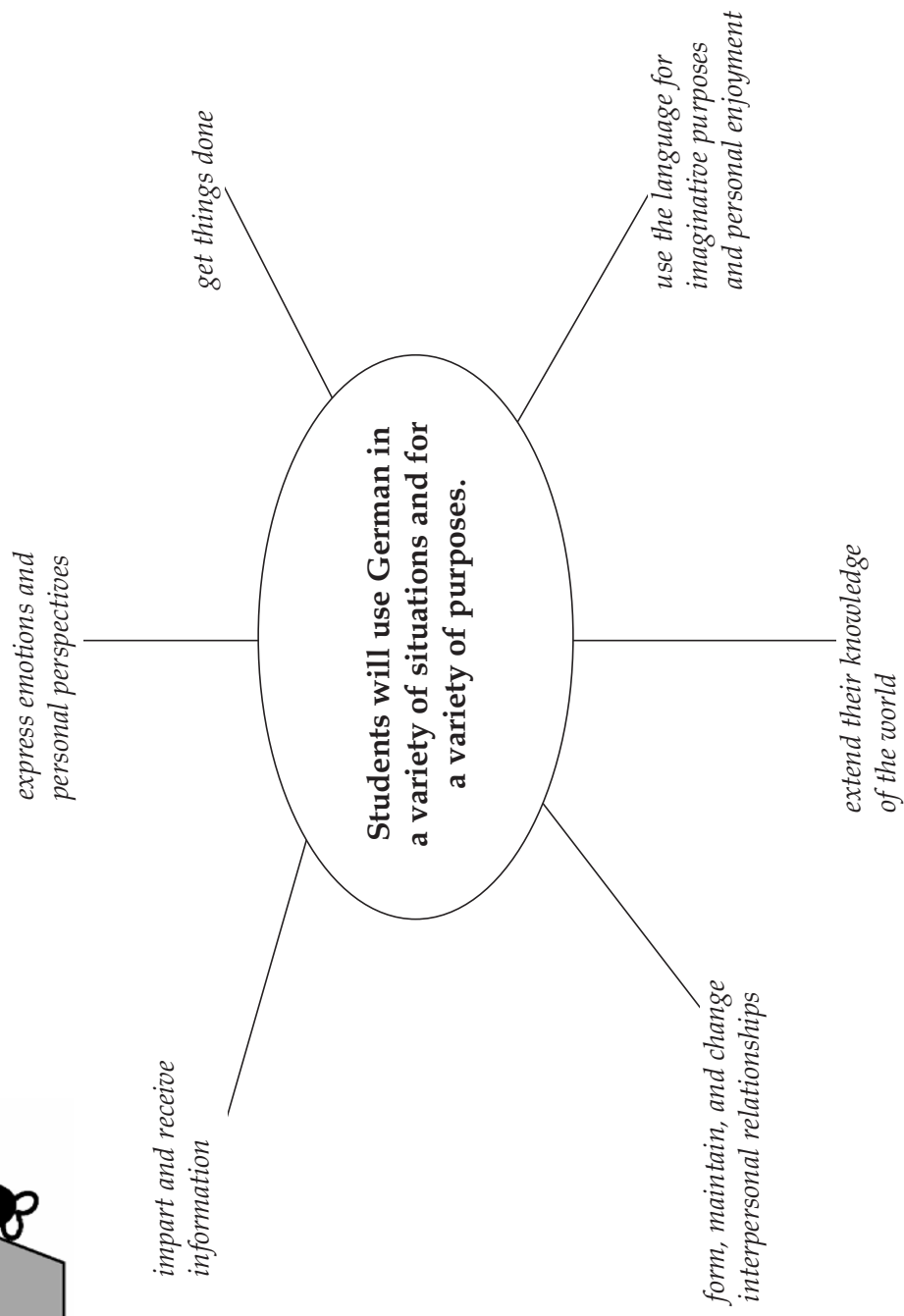
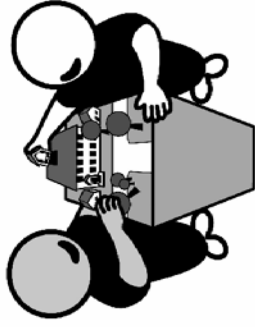
Grade 8

Applications	3
Language Competence	19
Global Citizenship	47
Strategies	61

APPLICATIONS
GRADE 8



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</p> <p>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">❖ understand and respond to simple questions❖ identify activities and events❖ describe people, places, and things	<p>➤ Form groups and give each student a city map, subway map, or a train or bus schedule written in German. Suggest that each group plan a journey. Then ask each group member to record travel details in a note for a friend who will meet the group at a particular destination (<i>BC Resource Package, 46</i>).</p> <p>➤ Ask students in pairs to role-play making arrangements for meetings with friends. Have partners ask each other questions to elicit information regarding times, places, and dates, using the following patterns (<i>BC Resource Package, 28</i>):</p> <ul style="list-style-type: none">• <i>An welchem Tag?</i>• <i>Welche Uhrzeit?</i>• <i>Wo?</i>

*Reprinted (or adapted) from the *Spanish 5 to 12 Integrated Resource Package* (1997). Used with permission of the Ministry of Education, Province of British Columbia. All future references to *BC Resource Package* fall under this permission statement.

(continued)



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- After students have worked in groups to prepare travel details, have them exchange their plans with other groups, who then provide feedback about the extent to which
 - the information is clear
 - the sequence of instructions is logical
 - key details such as departure and arrival times are included

- Observe role-playing activities for evidence that students are increasingly able to
 - make themselves understood in German
 - use learned patterns and vocabulary
 - take risks to add details or unfamiliar language
 - use strategies such as non-verbal communication and visual props to support their messages
 - be accurate

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



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<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">❖ ask for and identify favourite people, places, or things❖ express a personal reaction to a variety of situations <p>1.2.2 <i>Share Emotions, Feelings</i></p> <ul style="list-style-type: none">❖ identify and use expression for a variety of emotions	<p>➤ Post a series of pictures in the categories of persons, places, and objects. Have students visit each site and select their favourite and least favourite from each station. Discuss their choices as a class.</p> <p>➤ Provide simple conflict scenarios between friends, as well as basic expressions used to describe emotions and feelings. Have students role-play a scenario in which a problem is defined and a solution is offered. For example, a student has stolen another student's homework assignment.</p> <p>➤ Provide each student with a picture of various people expressing different emotions. Have students interact with their classmates without looking at each other's pages in order to respond to the question: "How does your character feel today?" (<i>Wie fühlt sich _____.</i>)</p> <p>Students illustrate the emotions of their character, based on oral responses to the question.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students visit the various stations and discuss choices, later, look for evidence that they
 - are able to express their selections
 - interact with each other
 - use German

- When students prepare a role play based on simple problem and solution, using emotions, look for evidence that students are increasingly able to
 - inquire about and express emotions and feelings
 - make themselves understood in German
 - use learned patterns and vocabulary
 - take risks to add details or use unfamiliar language
 - use strategies such as non-verbal communication and visual props to support their messages
 - recognize and respond to familiar words and patterns

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

- When students interact to find emotions of others, look for evidence that they
 - interact with several classmates
 - use German throughout the activity
 - illustrate emotions effectively

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.3 get things done</p> <p>1.3.1 <i>Guide Actions of Others</i></p> <ul style="list-style-type: none">❖ make a variety of simple requests	<ul style="list-style-type: none">➤ Divide the class into groups. Have each group learn a game played in the German-speaking world (e.g., <i>Kartenspiele, Stille Post, Verbenpantomime, Montagsmaler</i>). Have each group teach the class the game it has learned, using as many German expressions as possible (e.g., <i>Du bist dran, die Würfel</i>). As an extension, have students invite community members to participate in a German Day, when the games could be played (<i>BC Resource Package, 42</i>).
<p>1.3.2 <i>State Personal Actions</i></p> <ul style="list-style-type: none">❖ express ability or inability to do something	<ul style="list-style-type: none">➤ Have students describe in written form all of the activities they carry out in a given situation (e.g., a shopping trip that involves stops at various types of stores).
<p>1.3.3 <i>Manage Group Actions</i></p> <ul style="list-style-type: none">❖ manage turn taking❖ ask for help	<ul style="list-style-type: none">➤ Present the expressions required for managing turn taking and requesting help. Provide students with a list and involve students in demonstrating each item.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students teach one another games they have learned, encourage them to use German as much as possible. Establish criteria for group feedback such as the following:
 - demonstration is clear and easy to follow
 - demonstration was successful; the other students learned the game
 - language associated with the activity is used accurately
 - comparisons to familiar games or activities help to develop understanding

- When students describe activities in written form, look for evidence that they are able to
 - use a variety of action verbs
 - conjugate verbs correctly with the third person singular
 - use descriptors to enhance their written text

- In subsequent activities, look for evidence that students are using appropriate expressions.

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<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">❖ make and respond to requests for personal information❖ apologize and refuse politely	<p>➤ Students role-play inviting someone to a movie or a party. The person already has plans, so that person apologizes and declines politely.</p>
<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">❖ ask basic questions to gain knowledge and clarify understanding	<p>➤ Have students do a personal interview with a partner.</p>
<p>1.5.2 <i>Gather and Organize Information</i></p> <ul style="list-style-type: none">❖ organize and categorize simple information	<p>➤ Have students work in pairs or in small groups to identify the important qualities of a good friend. Have students decide on the top three qualities of a good friend. Discuss with the class and come to a consensus as a whole class.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Observe role-playing activities for evidence that students are able to
 - use appropriate language to initiate interaction
 - use appropriate language to decline politely
 (See role-play assessment criteria in Classroom Assessment, p. 11.)

- When students work in pairs or small groups to identify the important qualities of a good friend, look for evidence that they are able to
 - organize and categorize (qualities of a friend)
 - use a variety of adjectives with correct gender
 - use basic comparative expressions such as *wichtiger als*, *nicht so wichtig wie*



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">❖ recognize differences of opinion	<ul style="list-style-type: none">➤ Form groups of four and have each group discuss the purchase of a gift for a friend, family member, or teacher. Ask groups to arrive at a consensus on their gift choices and state reasons to support them (<i>BC Resource Package, 52</i>). ➤ Have students watch a video about a problematic situation in a restaurant. Have students identify the problem and discuss 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 (e.g., songs)	<ul style="list-style-type: none">➤ Provide students with several humorous expressions related to food and restaurants. Have students either use these expressions in a role play or have them illustrate the expressions. Display the illustrations in the class and have students guess which expression corresponds with each illustration (e.g., <i>Das ist mir Wurst/egal.</i>).



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students participate in interactions such as discussing the purchase of a gift, look for evidence that they are able to
 - present their opinions
 - respond appropriately to questions and cues from others
 - include reasons, details, and examples to support their views
 - use appropriate vocabulary and structures

- When students watch a video and work to identify the problem and possible solutions, observe their ability to
 - participate in the discussion
 - recognize the problem
 - offer logical solutions with justifications

- When students illustrate humorous expressions related to food, look for evidence that students are able to
 - create an illustration that corresponds with the meaning of the expression
 - create a visually appealing illustration
 - take risks to be original and creative

SUGGESTED LEARNING RESOURCES



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students work in groups to organize a menu and *Imbissmarkt*, look for evidence that they are
 - participating actively
 - making an effort to use German

- When students create their own menu for a mini-restaurant as part of a food court, establish criteria with students before they begin. Criteria might include the following
 - menu is organized in a typical menu format
 - vocabulary related to food and menus is incorporated
 - correct use of illustrations to enhance understanding

- When students participate in an outing to a German restaurant, look for evidence that they
 - have a positive attitude
 - use German
 - use vocabulary related to food and restaurants

- After having watched a movie, read a piece in German, or travelled to a German-speaking country, students evaluate the experience. Students answer questions such as, “What did I like or dislike, and why?”

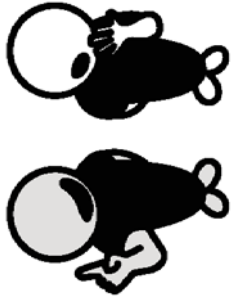
SUGGESTED LEARNING RESOURCES



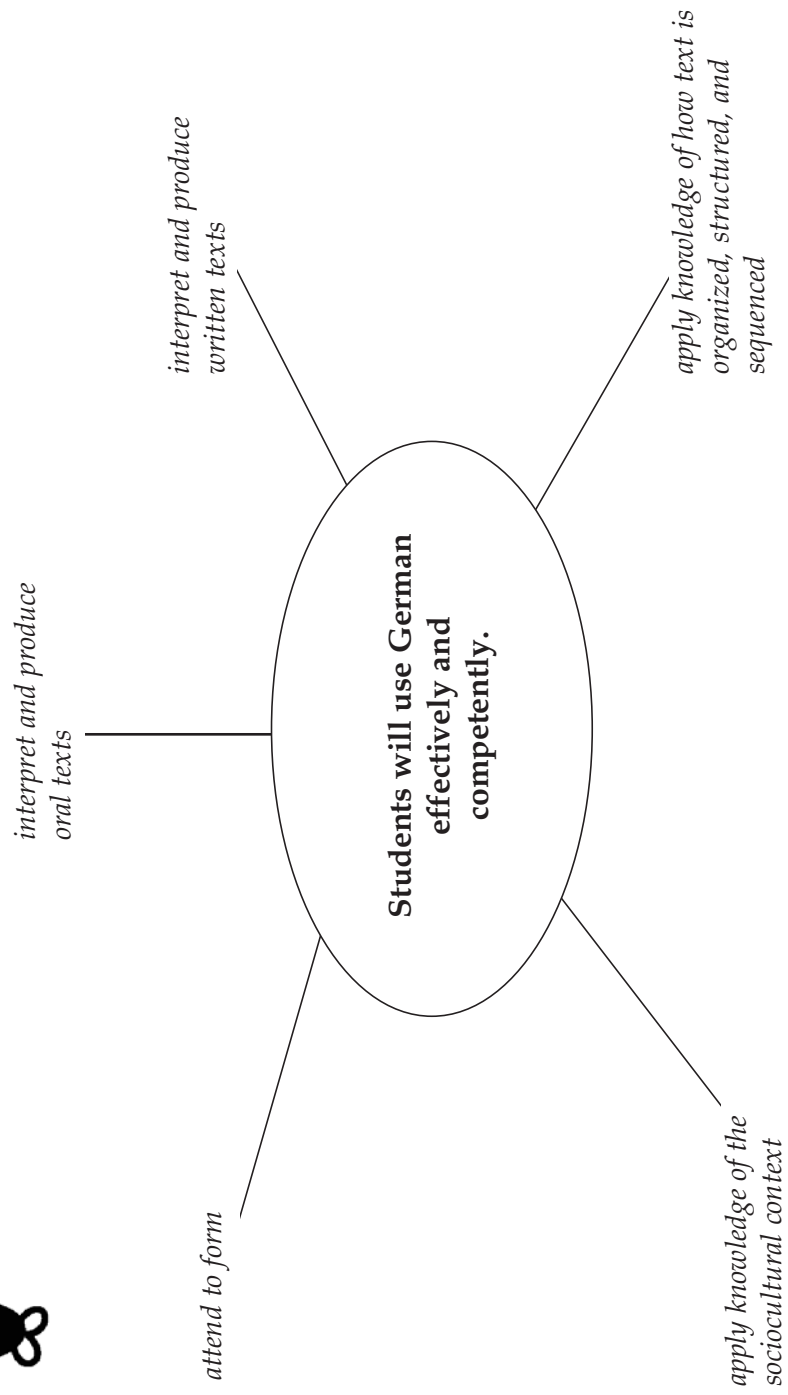
NOTES

***LANGUAGE
COMPETENCE
GRADE 8***





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 the main points of a variety of oral texts on familiar topics, in guided situations	<p>➤ Have students form groups of four. Provide students with a song, excerpt from a conversation, or TV/radio advertisement.</p> <p>Have students first discuss what kind of information they might be hearing in the upcoming text, based on their knowledge of what is found in a radio or TV advertisement, etc. Then have students listen to the excerpt and take notes. Students then discuss in their groups what they understood and what strategies they might use to understand the information they were unable to glean after the first listening. Provide students with one or two strategies. Play the excerpt two or three times and discuss with students what they were able to understand and the strategies they used to help their understanding.</p> <p>➤ Read a simple short story to students. After listening to the story, students write a sentence or draw a picture that interprets what they have understood. In groups or as a class, discuss the interpretations. Read the story out loud a final time and have students respond to comprehension questions in written form.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students work in groups to understand short texts, look for evidence that they are able to
 - listen for key words
 - use key words and context to create meaning
 - use listening strategies to aid in understanding

- When students illustrate what they have understood about a simple short story, look for evidence that they are able to
 - explain their drawings to their group or to the class as a whole
 - make connections between the story and their sentence or drawing



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.1 interpret and produce oral texts (continued)</p> <p>2.1.2 <i>Oral Production</i></p> <ul style="list-style-type: none">❖ produce short, simple oral texts, using familiar structures, in a variety of guided situations	<ul style="list-style-type: none">➤ Provide students with several situations related to themes studied in class (e.g., going to a restaurant, meeting a friend, etc.). Have students create a simple storybook using one of the scenarios. Students must illustrate the book and prepare a cassette (soundtrack), in which they read the story, to accompany the book. Students then present the storybook, with accompanying soundtrack, to the class. Provide students with a story map to help them organize their ideas, as well as checklists for self and peer assessment.
<p>2.1.3 <i>Interactive Fluency</i></p> <ul style="list-style-type: none">❖ interact, using a combination of phrases and simple sentences, in guided situations	<ul style="list-style-type: none">➤ Provide students with videos or reading materials that portray market scenes in a German-speaking region. Then have students in pairs role-play visits to markets or stores. Ask students to take turns playing customer and vendor. Encourage students to discuss the articles being bought and the prices they are willing to pay (<i>BC Resource Package</i>, 36).



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare a storybook with an accompanying soundtrack, provide students with a story map to help them organize their ideas as well as checklists for self and peer assessment.

An Oral Presentation Checklist might include the following:

- story makes sense/has meaning
- pronunciation and intonation are generally accurate
- expression is used to enhance communication of ideas

A Representation Checklist might include the following:

- soundtrack is effective in representing feelings and themes of story
- good use of music and/or sound effects to support story
- illustrations correspond to written text and to music/sound effects

- When students role-play visits to markets or stores in German-speaking regions or replying to classified ads, note the extent to which they are able to
 - provide clear messages
 - use appropriate patterns and frames for giving directions, prices, and descriptions
 - adjust and clarify when miscommunication occurs
 - use intonation, miming, gestures, and body language to support communication
 - speak clearly and smoothly, using approximate German pronunciation

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



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.1 interpret and produce oral texts (continued)</p> <p>2.1.3 <i>Interactive Fluency (continued)</i></p> <ul style="list-style-type: none">❖ interact, using a combination of phrases and simple sentences, in guided situations	<ul style="list-style-type: none">➤ Have students role-play a variety of situations outlined on scenario cards they draw. For example, a tourist wants to cash a traveller's cheque at 1:50 p.m., but the bank refuses to cash it because closing time is 2:00 p.m.; a group of business people discover they are on the wrong bus (<i>BC Resource Package</i>, 58).➤ Invite students to role-play a variety of common situations, allowing time for preparation but not for memorizing a script. Situations might include telephoning for take-out food, renting a video, purchasing a ticket (<i>BC Resource Package</i>, 60).➤ Ask students to examine the classified section of a German-language newspaper to find items they need or want to purchase (e.g., computers, mountain bikes, sports equipment). Students then role-play and reply to the advertisements, refer to specific information in them, and ask relevant questions (<i>BC Resource Package</i>, 62).
<p>2.2 interpret and produce written texts, graphics, and images</p> <p>2.2.1 <i>Written Interpretation</i></p> <ul style="list-style-type: none">❖ understand the main points of a variety of written texts on familiar topics, in guided situations	<ul style="list-style-type: none">➤ Have students work individually or in groups to respond to questions from the short stories series <i>Easy German Reader</i>.➤ Have students form groups of three or four. Provide students with a simple text that has been divided into three or four sections. (Each section may be only three or four sentences in length.) For the first part of the activity, give each group a section of the text. Each member of the group has the same part of the text. Students read their section of the text together and discuss. Students then regroup into new groups where each member of the group has a different part of the text (jigsaw). Students read text together, put it into the correct order, and then present the main ideas of the text. They may either illustrate, present an oral summary, or prepare a written summary.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students role-play with minimum preparation, look for evidence that
 - language is understandable and appropriate to the context
 - statements are logical and relate to the situation
 - reactions, including intonation, are appropriate
 - speech is reasonably fluid
 - strategies are used effectively to clarify meaning and sustain interaction

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

- When students respond to questions from a series, look for evidence that they are able to answer questions in one word or in a short sentence.
- When students participate in a jigsaw activity to understand a simple text, look for evidence that they are able to
 - discuss the information within the text with group members, providing main ideas
 - present the main ideas of the text in an organized and logical sequence

German Easy Reader Series, EMC Publishing



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.2 interpret and produce written texts, graphics, and images (continued)</p> <p>2.2.2 <i>Written Production</i></p> <ul style="list-style-type: none">❖ produce short, simple written texts, using familiar structures, in a variety of guided situations <p>2.2.3 <i>Viewing</i></p> <ul style="list-style-type: none">❖ derive meaning from a variety of visuals, in guided situations <p>2.2.4 <i>Representing</i></p> <ul style="list-style-type: none">❖ express meaning, using a variety of visual forms in guided situations	<p>➤ Provide students with pictures that accompany a simple story. Allow students to create their own simple story individually or in groups, based on the pictures provided.</p> <p>Provide students with a story map to help them organize their ideas.</p> <p>➤ After the completion of their own versions of the story, read to students the actual story that accompanies the pictures.</p> <p>➤ Have students create a comic strip. Students can present their story as a power point presentation or they may dramatize their story.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students create their own story, based on pictures provided, provide students with a story map to help them organize their ideas. Observe the extent to which they are able to
 - use the pictures to make sense of the story
 - organize their story in a meaningful way
 - compare and contrast their stories to the actual stories

- A Written Presentation Checklist might include the following:
 - story makes sense
 - ideas are clear and logical; details are relevant and appropriate
 - sentence structure is clear and supports communication of ideas
 - vocabulary is appropriate
 - spelling is correct
 - verbs are conjugated correctly, agreement of adjectives is correct

(See an example of a written presentation checklist in Classroom Assessment, p. 16.)



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.3 attend to form</p> <p>2.3.1 <i>Phonology</i></p> <ul style="list-style-type: none">❖ use comprehensible pronunciation, stress, and intonation when producing familiar words or phrases <p>2.3.2 <i>Orthography</i></p> <ul style="list-style-type: none">❖ apply common spelling rules to write familiar words	<ul style="list-style-type: none">➤ Provide students with a list of familiar words or phrases and have them read them, focusing on correct pronunciation, stress, and intonation.➤ First, model the use of specific sound distinctions in two sentences where meaning is changed as a result of pronunciation, and ask students to identify the differences. Then, provide a list of vocabulary to focus on the sounds representing specific letters (e.g., <i>ü/u</i> , <i>ö/o</i>, <i>ä/a</i>, <i>ß</i>) in the following situations:<ul style="list-style-type: none">• At the doctor’s office: a visit to the doctor in German, Austria, Switzerland, etc.• Social life: role-play an interview with an exchange student from Germany, Switzerland, Austria, etc.➤ Compare capitalization rules for English and German (e.g., months, days of the week, nationalities, titles, etc.), using supporting texts from books, Internet, etc.



SUGGESTIONS FOR ASSESSMENT

- Look for evidence that students are able to pronounce correctly, based on common rules.

- Prepare an observation checklist. Observe the students' ability to reproduce appropriately in context the following critical sound distinctions:
 - *ü / u*
 - *ö / o*
 - *ä / a*
 - *ch*
 - *sch*

- Look for evidence that students are able to apply German rules of capitalization and punctuation in their written work.

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.3 attend to form (continued)</p> <p>2.3.3 <i>Lexicon</i></p> <ul style="list-style-type: none">❖ combine learned words and phrases to fulfill simple purposes❖ recognize and use a repertoire of words and phrases in familiar contexts❖ understand and use vocabulary and phrases related to the following topics/ areas of experience:<ul style="list-style-type: none">– personal identity<ul style="list-style-type: none">✓ name, age✓ friends and relatives✓ physical description– family and home life<ul style="list-style-type: none">✓ family members, relatives, occupations✓ pets, animals✓ the home– school<ul style="list-style-type: none">✓ subjects✓ timetables✓ classroom routines✓ school facility– leisure and recreation<ul style="list-style-type: none">✓ hobbies, interest✓ sports and exercises✓ entertainment✓ music✓ vacation✓ transportation– food<ul style="list-style-type: none">✓ meals✓ restaurants✓ grocery shopping– <i>Landeskunde</i><ul style="list-style-type: none">✓ money, currencies✓ celebrations✓ geography✓ climate, weather, seasons✓ famous people– health and body<ul style="list-style-type: none">✓ body parts✓ illness✓ clothing– other areas<ul style="list-style-type: none">✓ topics of special interest to students	<p>➤ Students practise target vocabulary by playing games such as “Hangman,” spelling bee, etc.</p>



SUGGESTIONS FOR ASSESSMENT

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

**SUGGESTED LEARNING
RESOURCES**



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">– formal address (<i>Sie</i> vs. <i>du, ihr</i>)– modal verbs in present tense– imperative mood (all forms)– simple past (<i>hatte, war</i>)– perfect tense (limited selection of verbs)– personal pronouns (singular) in accusative– possessive pronouns in nominative and accusative (plural forms)– subordinate clauses beginning with <i>weil, dass</i>– prepositions with accusative and dative– comparison of adjectives (comparative forms only)– position of adverbs of preference and/or frequency (e.g., <i>gern, oft</i>)	<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 linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.</p> <p>Example of a modelled situation:</p> <p>In preparation for a group project, students will keep a journal of that they would like to do. Students practise the structure “<i>Ich möchte _____ . Möchtest du _____ .</i>” using the sentence patterns provided. Each student asks five 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

- Observe students as they do the exercise. Observe their ability to
 - ask the question following the model
 - respond to the question using *“Ich möchte ...”*
 - summarize their results using third person singular and plural forms

SUGGESTED LEARNING RESOURCES



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">– plural of familiar nouns– compound nouns– possessive pronouns in nominative and accusative (singular)– negation– sentence structure: inversion following expressions of place and time (e.g., <i>Heute gehe ich ...</i>) ❖ use, independently and consistently, the following grammatical elements:<ul style="list-style-type: none">– subject pronouns (e.g., <i>ich, du, er, sie, Sie, wir, ihr</i>)– affirmative/negative using <i>nicht, kein/</i> interrogative sentences using inversion in the present tense– simple questions using <i>wer, wie, was, wo, wann</i>– gender of commonly used nouns– commonly used verbs (e.g., <i>haben, sein</i>)	<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 linguistic elements and be able to apply them in familiar contexts with teacher guidance.</p> <p>Example of a structured situation:</p> <p>In preparation for a research project on typical activities of young people in selected German-speaking countries, students listen to a rapid conversation where a Canadian student is talking to an exchange student from Germany. The students check off, on a prepared answer sheet, what the exchange student does and does not do.</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:</p> <p>Students send a letter, an email message, or a recorded message to a German-speaking pen pal explaining what they do regularly.</p>



SUGGESTIONS FOR ASSESSMENT

- When correcting student answers, note if they are able to
 - distinguish affirmative from negative responses
 - match the infinitive form of the verb on the answer sheet with the conjugated form heard in the recorded conversation

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.4 apply knowledge of the sociocultural context</p> <p>2.4.1 <i>Register</i></p> <ul style="list-style-type: none">❖ distinguish between formal and informal situations <p>2.4.2 <i>Idiomatic Expressions</i></p> <ul style="list-style-type: none">❖ understand and use selected idiomatic expressions <p>2.4.3 <i>Variations in Language</i></p> <ul style="list-style-type: none">❖ acknowledge and accept individual differences in speech	<p>➤ Have students view a simple video and have them note when characters use <i>du</i> and when they use <i>Sie</i>.</p> <p>➤ Prepare flash cards with idiomatic expressions and as the cards are flashed, have students role play a situation in which the expression could be used.</p> <p>➤ Give students a series of different words, on small cards or pieces of paper, that are used in different German-speaking countries to mean the same foods. In groups, have students categorize the words according to the food they think the words represent.</p> <p>Provide students with the correct categories, allowing them to reorganize their words if necessary.</p> <p>As an extension, students could prepare a skit at a restaurant or at the market that illustrates misunderstandings that can occur when people of different German-speaking countries use different words to mean the same food items. Have students also include two to three idiomatic expressions related to eating, food, and going to restaurants.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students view a video with situations where characters use *Sie* or *du*, look for evidence that students are able to
 - identify the types of situations in which *Sie* and *du* are used
 - explain why the formal or informal register are used

- As students present the idiom, either orally, dramatically, or both, look for evidence of accurate interpretation or application of the idiom.

- When students prepare role plays of situations in a restaurant or at the market place where misunderstandings occur due to variations in expressions, discuss criteria before students begin. Criteria might include the following:
 - appropriate use of an idiomatic expression and one pair of food expressions
 - pronunciation and intonation are generally accurate
 - strategies such as non-verbal communication and visual props are used to support messages

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

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.4 apply knowledge of the sociocultural context</p> <p>2.4.4 <i>Social Conventions</i></p> <ul style="list-style-type: none">❖ use appropriate oral forms of address in guided situations (e.g., <i>du/Sie, Herr/Frau</i>) <p>2.4.5 <i>Non-Verbal Communication</i></p> <ul style="list-style-type: none">❖ understand and imitate some common non-verbal behaviours in familiar contexts (e.g., <i>etiquette, table manners</i>)	<ul style="list-style-type: none">➤ Distribute pictures or show an extract of a video that depicts people greeting each other in different ways. Discuss students' interpretation of what is happening in the pictures or video. Discuss cultural differences in greetings. As an extension, have students prepare a simple role play that depicts two people from different cultures greeting each other.➤ Have students work in pairs to prepare a scene that includes simple dialogue and very pronounced gestures and actions. Have students present their scene with only the actions and gestures. The rest of the class must determine what is occurring and call out possible dialogue that could logically accompany the gestures of the group. Have the presenters of the scene then present the scene again with the original dialogue.➤ Encourage students to use non-verbal communication when they do not know or do not remember the word for what they are trying to attain.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students view and interpret various greetings, look for evidence that they are able to identify similarities and differences between greetings.

- When students prepare scenes using gestures and dialogue, discuss criteria before students begin. Criteria might include the following:
 - For Presenters:
 - students' gestures are identifiable and clear
 - dialogue is clear and follows a logical sequence
 - gestures and dialogue correspond
 - For Audience:
 - students are actively engaged in activity
 - students take risks to guess what dialogue could be taking place, based on the gestures provided

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.5 apply knowledge of how text is organized, structured, and sequenced in German</p> <p>2.5.1 <i>Text Forms</i></p> <ul style="list-style-type: none">❖ identify some simple oral and print text forms (e.g., tickets, menus, radio advertisements) <p>2.5.2 <i>Patterns of Social Interaction</i></p> <ul style="list-style-type: none">❖ respond to simple interpersonal communication patterns	<p>➤ Provide students with a friendly letter that has been divided into different sections. Students reorganize the sections into an appropriate sequence. Discuss the usual parts of a friendly letter and standard terms. Using the letter provided by the teacher as a model, students prepare a letter that they can send to another member of the class or to a penpal in a German-speaking country.</p> <p>➤ Have students present in pairs a telephone conversation with the purpose of communicating a specific message in German, such as an invitation to a party.</p> <p>➤ Provide students with a simple telephone conversation that is not in the correct order (e.g., getting together with a friend, ordering a pizza, leaving a message, etc.). In pairs, students reorganize the conversation into the correct order.</p> <p>As an extension, students can prepare their own telephone conversation in pairs and present them to the class.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Work with students to develop a simple checklist they can use for self and peer assessment of their letter or email. The checklist might include items such as the following:
 - meaning is clear
 - interesting details are included
 - questions are appropriate
 - greeting and closing are appropriate
 - sentence frames are written correctly and completed appropriately
 - punctuation is appropriate
 - spelling, including accents, is correct (*BC Resource Package, 37*)

(See examples of checklist criteria in Classroom Assessment, p. 12.)

- When students prepare telephone conversations, discuss criteria with students before they begin. Assessment criteria should focus on the extent to which students are able to
 - make plans for an activity responding to the following questions: Where? When? Why? How? What? (*Wo, Wann, Warum, Wie, Was?*)
 - present clear, complete, and appropriate messages
 - use vocabulary and expressions appropriately

- Assessment criteria for the response might include the following:
 - a clear response is given
 - sentence structure is accurate
 - vocabulary and structures required to arrange meeting times and places are used correctly



PRESCRIBED LEARNING OUTCOMES
<p>2.5 apply knowledge of how text is organized, structured, and sequenced in German (continued)</p> <p>2.5.3 <i>Cohesion/Coherence</i></p> <ul style="list-style-type: none">❖ link words, phrases, or simple sentences, using basic connectors in guided situations

SUGGESTIONS FOR INSTRUCTION

- Provide students with the written instructions for a recipe, but not in order. Point out words that have linking function (e.g., *erstens, dann, danach, später, zuletzt*, etc.). Have students put the instructions in the correct order and then do a demonstration or illustrate the steps of the recipe.
- Provide students with only the pictures which represent the steps involved in the preparation of a recipe. Have students put the pictures in the correct order and then prepare the written instructions for each picture.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students reorganize the steps involved in the preparation of a recipe, either in written or illustrated form, look for evidence that students are able to sequence the steps in a logical order.

When students prepare a demonstration or written instructions for the steps of a recipe, look for evidence that they are able to

- use linking words correctly
- use the imperative of *du* or *Sie* correctly
- give clear instructions
- use vocabulary related to cooking appropriately



NOTES

***GLOBAL
CITIZENSHIP
GRADE 8***



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 German-speaking peoples</p> <p>3.1.1 <i>Gaining/Applying Knowledge of German Cultures</i></p> <ul style="list-style-type: none">❖ observe and participate in activities and experiences that are common among German-speaking peoples (e.g., table manners) <p>3.1.2 <i>Diversity within German Cultures</i></p> <ul style="list-style-type: none">❖ identify major German-speaking groups throughout the world❖ identify the various German-speaking countries	<p>➤ Show students a video or video-clip that takes place in German-speaking country and represents both traditional and contemporary cultures. Afterwards, provide students with specific questions to discuss what they observed in the video (<i>BC Resource Package, 34</i>).</p> <p>➤ Provide students with a variety of art, music, and artifacts from German-speaking countries. Have students prepare their own representation of what they heard and saw. This could be in the form of a collage, CD cover, poster, etc.</p> <p>➤ Invite students to participate in activities such as <i>St. Nikolaus Tag</i>, the creation of an <i>Adventskalender</i> for December, or the decoration of an <i>Osterbaum</i> for Easter.</p> <p>➤ Post a large world map in the German classroom. Have students research where German-speaking groups of people live throughout the world. Have students locate these places on the map and mark them with a sticker (or push-pin).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students discuss a video that features traditional and contemporary German-speaking cultures, look for evidence that they
 - identify contemporary and traditional characteristics
 - notice similarities and differences from other cultures
 - ask questions that prompt new learning or information
 (BC Resource Package, 35)

- When students create a collage, CD cover, or poster to represent what they heard or saw in a variety of art, music, or artifacts, look for evidence that they are able to offer unique personal perspectives or impressions by combining visual elements with words.

- When students participate in activities and experiences that reflect elements of German-speaking cultures, look for evidence that they participate actively in the activity.

- When students participate in the map activity, look for evidence that they are able to identify the major German-speaking groups of people and their respective locations throughout the world.

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.1 historical and contemporary elements of German-speaking peoples (continued)</p> <p>3.1.2 <i>Diversity within German Culture</i></p> <ul style="list-style-type: none">❖ identify some elements that reflect diversity among the German-speaking countries (e.g., maps, flags, weather) <p>3.1.3 <i>Analyzing Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ ask questions, in English, about patterns of behaviour or interactions typical of German people their own age (e.g., leisure time, daily routines) <p>3.1.4 <i>Valuing German Cultures</i></p> <ul style="list-style-type: none">❖ show a willingness to participate in cultural activities and experiences	<p>➤ When students participate in activities and experiences that reflect German-speaking cultures, have them compare activities from different German-speaking countries.</p> <p>➤ Using videos, the Internet, and magazines, have students identify ways in which German-speaking people of their own age are similar and different.</p> <p>➤ When students participate in field trips and other cultural activities, have them share with the class one new thing they learned about the German-speaking culture as a result of this experience.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students compare activities from different German-speaking countries, look for evidence that they are able to identify differences and similarities.

- As students examine videos, the Internet, and magazines, look for evidence that they are able to identify similarities and differences between themselves and German-speaking people of their own age.

- As students participate in cultural activities, look for evidence that they engage fully in the activity and demonstrate a positive attitude towards the cultural experience.

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 similarities between English and German words (e.g., cognates, internationalisms) <p>3.2.2 <i>General Language Knowledge</i></p> <ul style="list-style-type: none">❖ recognize that different languages have different writing systems <p>3.2.3 <i>Awareness of Canadian Culture</i></p> <ul style="list-style-type: none">❖ recognize and identify differences between Canadian and German cultures	<p>➤ Provide students with a list of words that includes both English and German words. Students match the English word with its German cognate (e.g., <i>Bruder</i> – brother, <i>Haus</i> – House).</p> <p>Have students explain the similarities and differences between the English and German words.</p> <p>➤ As students study various themes, provide them with expressions and vocabulary from a variety of German-speaking countries.</p> <p>➤ Provide students with some examples of a variety of words for the same item. Discuss.</p> <p>➤ As a class, brainstorm typical Canadian sports. Then suggest that students read magazines and watch videos or television programs about sports typical of the German-speaking world; for example, soccer. Ask students to discuss the importance of these sports in German-speaking regions. Invite them to play some of these sports or role-</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students match English words with their German cognates, look for evidence that they are able to
 - match the words correctly
 - give some similarities between English and German
 - give some differences between English and German

Provide students with a text that has some common errors made with cognates and have students correct the text.

- Look for evidence that students are able to recognize a variety of words for the same item. Provide students with a list of words which can be divided into categories with same word meanings.

- When students examine common sports and typical sports in the German-speaking world, look for evidence that students are able to
 - recognize similarities and differences
 - identify common activities and behaviour associated with specific sporting events
 - use appropriate vocabulary associated with specific sports

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.2 affirming and valuing diversity (continued)</p> <p>3.2.3 <i>Awareness of Canadian Culture (continued)</i></p> <ul style="list-style-type: none">❖ recognize and identify differences between Canadian and German cultures	<p>play a sports-related event (e.g., awards night, sports commentary) (BC <i>Resource Package</i>, 34).</p> <p>➤ Have students generate questions they can use to interview German-speaking people in the community about similarities between their own and the respondent's cultures. Ask each student to collect the information and display it on a chart (BC <i>Resource Package</i>, 34).</p> <p>➤ Have each student compare a typical family menu for a festive occasion in a German-speaking country with a festive menu the student's own family might prepare (BC <i>Resource Package</i>, 50).</p>
<p>3.2.4 <i>General Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ recognize that speakers of the same language may come from different cultural backgrounds	<p>➤ Have students engage in cultural activities such as making German food, participating in a dance class, or going to a restaurant.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare information charts of similarities and differences between their culture and the culture of a German-speaking person in the community, look for evidence that
 - similarities and differences are clearly identified
 - chart is well organized and has an appropriate layout
 - chart is neat and easy to read
 - appropriate vocabulary is used and spelled correctly

- When students compare typical family menus for a festive occasion in a German-speaking country with a festive menu in their own family, look for evidence that they
 - identify similarities and differences, using appropriate vocabulary
 - respect diversity and differences in cultures

- When students participate in cultural activities, look for evidence that they
 - are attentive when a new activity is being introduced
 - understand the activity
 - participate willingly
 - comment on how the activities are the same or different from activities in other cultures
 - use vocabulary related to the activities

- Look for evidence that students are able to make generalizations about linguistic groupings.

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.2 affirming and valuing diversity (continued)</p> <p>3.2.5 <i>Intercultural Skills</i></p> <ul style="list-style-type: none">❖ recognize factors that contribute to culture shock (e.g., language, differing behaviours, and perspectives) <p>3.3 personal and career opportunities</p> <p>3.3.1 <i>German Language and Cultures</i></p> <ul style="list-style-type: none">❖ identify a variety of reasons for learning German❖ identify some careers for which knowledge of German is useful <p>3.3.2 <i>Cultural and Linguistic Diversity</i></p> <ul style="list-style-type: none">❖ suggest some reasons for participating in activities and experiences that reflect elements of different cultures	<p>➤ Survey students' ethnic backgrounds. Have students research the ethnic roots of Germany's population.</p> <p>➤ Have students participate in a variety of cultural activities throughout the course, including trying new foods, listening to music that is different from what they usually hear, etc.</p> <p>➤ Generate, with the students, a list of the "Top Ten Reasons" for learning German.</p> <p>➤ Invite students to share an experience where they had to call on their German language knowledge or skills.</p> <p>➤ Conduct an interview with students at the end of the course in which students respond to the following questions: Why are you learning German? Where do you see yourself using German in the future?</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Look for evidence that students demonstrate a willingness to participate in a typically German cultural situation.

- As students generate a list of reasons for studying German, look for evidence that they
 - provide thoughtful suggestions
 - participate in the activity
 - understand some important reasons for studying another language such as German

- When students respond to questions about their reasons for learning German and their future with German, look for evidence that they
 - give thoughtful responses
 - are able to explain their reasons and responses adequately, with relevant detail

SUGGESTED LEARNING RESOURCES



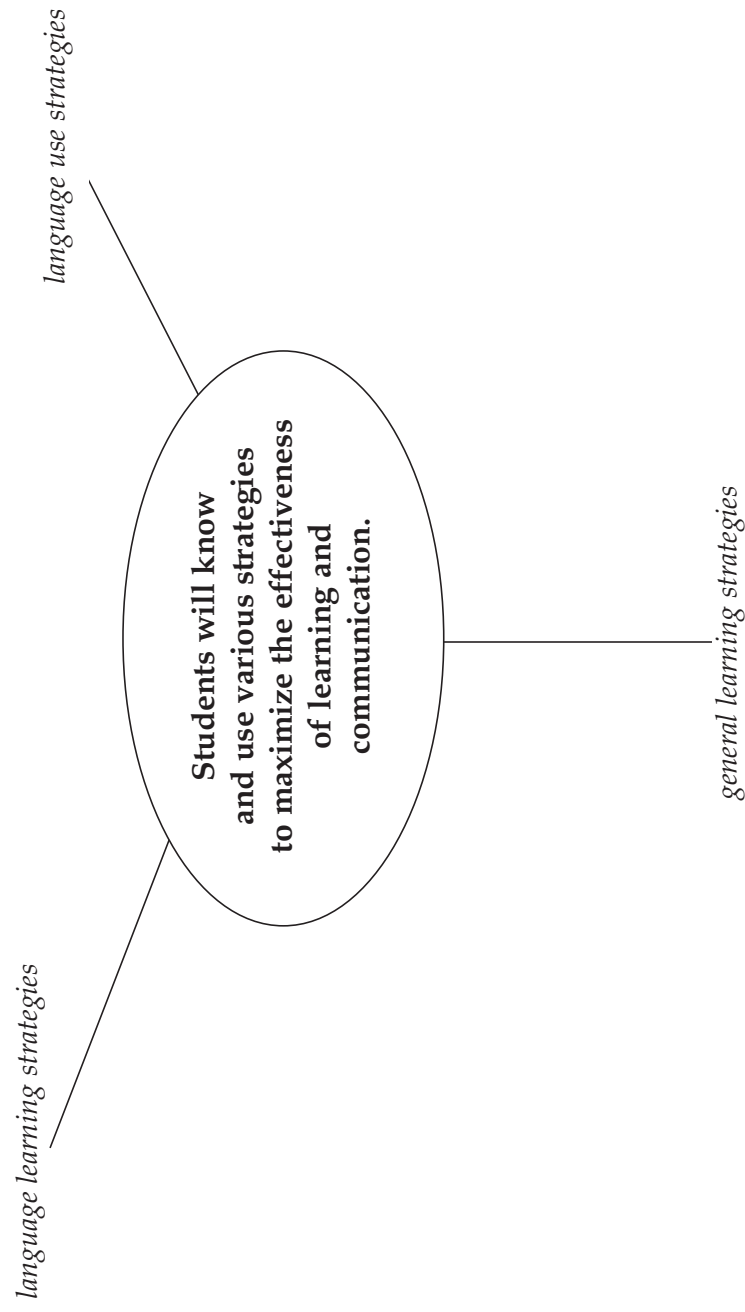
NOTES

STRATEGIES
GRADE 8





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.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students participate in games, look for evidence that they are able to
 - make connections between pictures and verb conjugations
 - listen actively to instructions
 - participate willingly and actively throughout the game

Provide students with a test following the activity confirming their understanding of the verb conjugation patterns. Give unknown verbs that follow the same pattern to verify if students can apply the strategy.

- When students create a Venn diagram based on a dialogue of the preferred activities of two young people, look for evidence that they are able to
 - reuse vocabulary and expressions heard in the dialogue
 - correctly identify the activities of each person
 - correctly identify the activities that both people have in common

--



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.1 language learning (continued)</p> <p>4.1.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ use a variety of simple metacognitive strategies, with guidance, to enhance language learning (e.g., check copied writing for accuracy, rehearse or role play language situations) <p>4.1.3 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ use a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., take risks, try unfamiliar tasks and approaches)	<p>➤ Provide students with a plan to help them write a friendly letter. The plan could include the following:</p> <p><i>Ich</i> <i>Körperliche Beschreibung</i> <i>Persönlichkeit</i> <i>Meine Freunde</i> <i>Meine Familie</i></p> <p>➤ Encourage students to reflect on their learning style by generating a list of questions related to a previous activity. Questions might include the following:</p> <ul style="list-style-type: none">• What part of the activity did you find the most useful?• What strategies did you use to be successful in this activity?• What might have improved your language learning?• What aspects of your group work worked well? How could you change or improve your contribution to the group in further activities?• What can you learn from the mistakes you made during the activity?



SUGGESTIONS FOR ASSESSMENT

- When students use a plan to help them write a friendly letter, look for evidence that
 - students used the plan to write the letter
 - students understood the value of making a plan in advance
 - each of the categories has relevant ideas and details
 - appropriate vocabulary and expressions are used

- When students respond to reflection questions in a learning log, look for evidence that they are
 - attempting to respond with clear ideas and relevant details
 - seeking to understand their individual learning
 - seeking to identify strategies that will help improve their individual learning

SUGGESTED LEARNING RESOURCES

--



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.2 language use</p> <p>4.2.1 <i>Receptive</i></p> <ul style="list-style-type: none">❖ use a variety of simple reading and listening strategies, with guidance, to aid comprehension (e.g., familiar words, gestures, and intonation) <p>4.2.2 <i>Productive</i></p> <ul style="list-style-type: none">❖ use a variety of simple speaking and writing strategies, with guidance (e.g., experiment with familiar words and structures to express own meaning)	<ul style="list-style-type: none">➤ Have students listen to a song and note repeated words or phrases. Students determine what the message of the song is, based on the repeated words or phrases. ➤ Provide students with strategies and behaviours that help promote active listening. For example, have students think about what they might hear in a text, listen for key words, or consider body language. ➤ Provide students with a list of familiar words (possibly on a particular theme) and structures, then have students compose a text in which they use a minimum number of them in a coherent manner.



SUGGESTIONS FOR ASSESSMENT

- Have students demonstrate their understanding of the theme of a song by illustrating or creating a collage to represent the theme. Repeated phrases or words should be included as a part of the illustration or collage.

To verify understanding of key words or phrases, create a cloze activity that verifies the correct use of these important words or phrases.

- Create an observation checklist in order to verify the extent to which students have made an attempt to use a range of strategies and behaviours to help promote active listening.

- As students produce their texts, verify that the words and structures are incorporated correctly.

SUGGESTED LEARNING RESOURCES

--



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.2 general use (continued)</p> <p>4.2.3 <i>Interactive</i></p> <ul style="list-style-type: none">❖ use a variety of simple interactive strategies, with guidance (e.g., use non-verbal clues to communicate)	<p>► Brainstorm with students ways in which they can maintain interaction in a conversation. Teach students some strategies to maintain interaction. Organize students into teams. Provide a scenario (e.g., at the shopping mall, at a restaurant, at home with the family, etc.).</p> <p>One team begins a conversation, based on the scenario that has been set. As many students as possible from the team should provide a line for the conversation in 30 to 60 seconds.</p> <p>Each student builds on the line provided by the preceding student.</p> <p>At the end of the allotted time, clap hands or ring a bell and provide another scene for the next team.</p>
<p>4.3 general learning</p> <p>4.3.1 <i>Cognitive</i></p> <ul style="list-style-type: none">❖ use a variety of simple cognitive strategies, with guidance, to enhance general learning (e.g., take notes, organize, and review notes) <p>4.3.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ use a variety of simple metacognitive strategies, with guidance, to enhance general learning (e.g., discover how their efforts can affect their learning)	<p>► When using audiovisual resources, show the resource with no sound the first time. Ask students to concentrate on what they see and to talk about one image that is dominant for them. After the activity, talk about how they remember things. Do they see a picture in their mind (visual), hear words or sounds (auditory), or feel physical sensations or movement (kinesthetic)?</p> <p>► When introducing a research project, have students brainstorm about where they might find information. Provide students with a plan to help them organize their research and how they will divide the work. After the project, ask students to reflect on how effective their planning was.</p> <p>(See Ideas for Exhibitions and Projects in Classroom Assessment, pp. 24–25.)</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students participate in spontaneous interactions such as group improvisation activities, look for evidence that they are able to
 - sustain the interactions using a variety of strategies (e.g., body language, repeating)
 - speak clearly and make themselves understood
 - use appropriate vocabulary
 - respond appropriately to questions and cues from others

- Look for evidence that students are able to
 - identify a variety of strategies to enhance general learning
 - identify one or two strategies that are particularly effective for them

- When students prepare a research project using a plan, look for evidence that they
 - make a plan
 - use a plan
 - see the value in a plan

SUGGESTED LEARNING RESOURCES



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">❖ use a variety of simple social and affective strategies, with guidance, to enhance general learning (e.g., participate in cooperative group learning tasks)	<ul style="list-style-type: none">➤ When students are exploring artifacts from German-speaking countries, encourage them to choose an artifact in which they are particularly interested and to use a form of representation in which they enjoy working. Provide students with the opportunity to propose other options if they have a particular interest.



SUGGESTIONS FOR ASSESSMENT

- When students represent an artifact in a form of their choice, look for evidence that they are able to
 - choose an activity or form
 - represent the artifact effectively with the form chosen

SUGGESTED LEARNING RESOURCES

--



NOTES