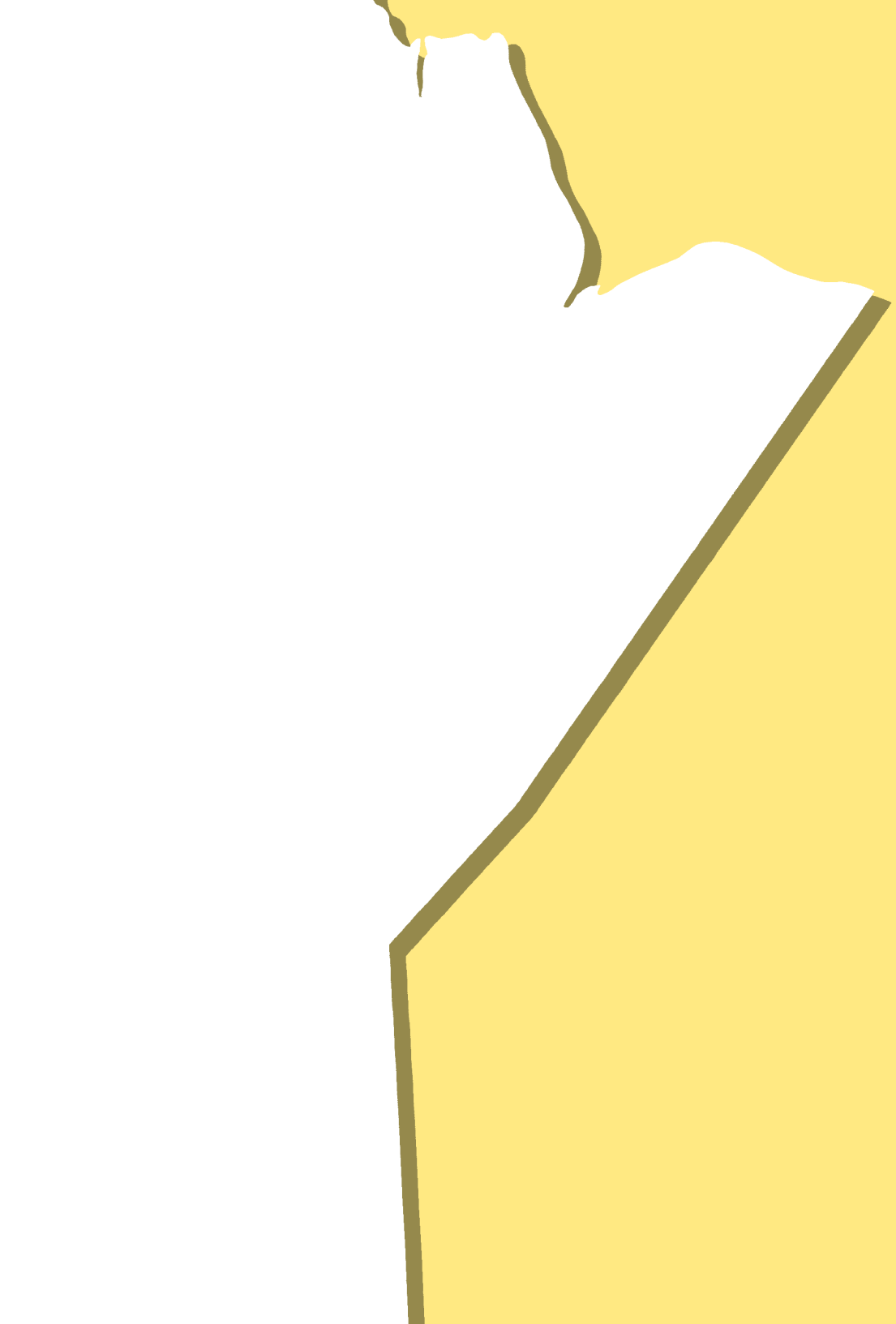

Grade 9 to Grade 12 German Language and Culture

Manitoba Curriculum Framework of Outcomes

Manitoba

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Manitoba Curriculum
Framework of Outcomes

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Manitoba Education, Citizenship and Youth
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This resource is available on the Manitoba Education, Citizenship and Youth website at www.edu.gov.mb.ca/k12/cur/languages/index.html>.

Websites are subject to change without notice.

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Grade 9 to Grade 12 German Language and Culture

Introduction

Background

Western and Northern Canadian Protocol (WNCP)

As part of the Western and Northern Canadian Protocol for Collaboration in Education, the ministers of education of Alberta, Manitoba, and Saskatchewan have agreed to collaborate in basic education because of the importance they place on four goals:

- high standards of education
- common educational goals
- removing obstacles to the access of educational opportunities for students, including improving the ease of transfer from jurisdiction to jurisdiction
- optimum use of resources

Under the auspices of WNCP, Alberta, Manitoba, and Saskatchewan have benefited from their collaborative efforts in a number of initiatives intended to develop curriculum and implementation support materials for international languages generally and for specific languages. In 2001, with Manitoba as the lead province, an initiative was launched to develop common curriculum frameworks and implementation support documents for German Language and Culture for both four- and six-year senior years programs.

The 2004 WNCP document that resulted from this initiative, *The Common Curriculum Framework for German Language and Culture, Six-Year Junior/Senior High School Program*, was based on three documents:

- *Common Curriculum Framework for International Languages, Kindergarten to Grade 12 (June 2000)*, WCP
- *Program of Studies: German Language and Culture Grade 7 to Grade 9*, Alberta Learning, 2001
- *Program of Studies: German Language and Culture 10-20-30*, Alberta Learning, 2002

This *Grade 9 to Grade 12 German Language and Culture: Manitoba Curriculum Framework of Outcomes* is an adaptation of the WNCP *The Common Curriculum Framework for German Language and Culture, Six-Year Junior/Senior High School Program*.

Description of the Document

Grade 9 to Grade 12 German Language and Culture: Manitoba Curriculum Framework of Outcomes provides teachers with student learning outcomes they can use to develop curricula and implement German language of study courses (also known as core or basic courses). Teachers, educational administrators, parents, and other interested parties will find useful information about what to expect from programming in German language and culture and about effective approaches to German language learning.

This *Framework* provides learning outcomes for students entering a six-year program at Grade 9 and continuing until Grade 12. A *Grade 7 to Grade 12 German Language and Culture: Manitoba Curriculum Framework of Outcomes* is also available.

The two frameworks are intended to be used for "language of study" programming, where the acquisition of second-language and cultural skills is the primary focus. This is distinct from bilingual or immersion programming, in which the language is not only a subject but is also used as the medium of instruction for other school subjects during a significant part of the day.

Rationale for a Curriculum Framework for German Language and Culture

A common German Language and Culture framework of general and specific learning outcomes will help

- to ensure that the curriculum draws on the experience and expertise of teachers in Manitoba and other jurisdictions
- program developers plan a coherent program of studies that moves smoothly from one level to the next, especially at the transition points between early, middle, and senior years
- post-secondary institutions plan international language courses that articulate well with secondary level courses
- post-secondary institutions determine equivalency between different second language courses, for entrance or assessment purposes
- parents and students transferring from one school jurisdiction to another or one province to another
- employers know what to expect from students in terms of language proficiency.*

Rationale for Learning German Language and Culture

German Language in the World

German is one of the top ten languages spoken in the world. Approximately 95-100 million people speak German as their first language. German is the official language of Germany, where it is spoken by approximately 75 million people; Austria, where it is spoken by approximately 7.5 million speakers; and the Principality of Liechtenstein. It is one of the four official languages of Switzerland, and one of the three official languages of Luxembourg and Belgium. In addition, it is an important minority or regional language in many countries in Europe, such as Italy (where it has official recognition), France, Denmark, the Baltic republics, Belarus, the Czech Republic, Hungary, Poland, Russia, Slovakia, Romania, and Ukraine. It is also an important regional or minority language outside of Europe. It is spoken in Namibia, which is a former German colony in Africa, and in the Americas. In the U.S., the Amish and some Mennonites speak a dialect of German. *Ethnologue* estimates that there are 28 million second-language speakers of German worldwide. It is one of the twenty official languages of the European Union.

* See Appendix B for definitions of terms.

German was once the lingua franca of central, eastern, and northern Europe. Today, it is the second most studied language in Europe and Asia. In the United States, German is the third most commonly taught language in schools and universities. The popularity of German is supported by the wide availability of German television in Europe.

History of German Immigration to Manitoba

Immigrants from Germany or of German-speaking origin have played an important part in shaping our nation and province. The first historical record of settlers of German-speaking origin was made in 1816-17 when Lord Selkirk dispatched some 100 German-speaking Swiss mercenaries of the de Meuron and the de Watteville regiments to help protect and populate the Red River Settlement. Thousands more new immigrants followed and homesteaded on the Prairies in the late 1800s, and many of them were of German origin. These settlers often came not from Germany itself, but from Russia, the Austro-Hungarian empires, and the Balkan countries, where German colonies had been established in the eighteenth century.

Mennonite immigrants, primarily from the Palatinate (Germany) and from Russia (including the region that is now Ukraine), have been an important part of the German-speaking community in Manitoba since 1874. By 1890, census information indicated that 12,000 Mennonites lived in southern Manitoba along with 6,000 Germans, of whom 1,600 lived in or around Winnipeg.

Today German-speaking immigrants continue to be an important component of new arrivals to Manitoba. Since 2002, Germany has been the second most important source country for new immigrants coming to Manitoba. In 2006, 1,620 immigrants or approximately 16% of immigrants arriving in Manitoba were from Germany, maintaining its status as the second top source country for immigrants to Manitoba.

German Ethnicity and the German Language in Canada

People of German-speaking origin continue to play a significant role in contributing to the diversity that is a characteristic of Canadian and Manitoban society. In the 2006 Census of Canada, 3,179,425 individuals reported having German ethnic origins, either solely or in part. Of these, 216,775 were from Manitoba. In the same 2006 census, 450,570 Canadians (67,030 of whom were living in Manitoba) reported that German was their mother tongue. German was one of the most frequently reported mother-tongue languages among first- and second-generation Canadians from European backgrounds.

Assumptions

The following statements are assumptions that have guided the development of *Grade 9 to Grade 12 German Language and Culture: Manitoba Curriculum Framework of Outcomes*:

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.

- All languages can be taught and learned.
- Learning German as a second language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true of students who come to the class with some knowledge of German and develop literacy skills in that language. It is also true for students who have no knowledge of German.

Effective Language Learning

The following are some **general principles** of effective language learning that the research on second language learning and acquisition has identified. These principles have guided the development of the conceptual model used in this *Framework*.

Focus on Meaning

Language learning is more effective when classes are structured around meaningful **tasks*** rather than around elements of the German language itself, such as grammatical structures, vocabulary themes, or language functions. The principal focus of classroom activities is on communication in German while learning about a content area (e.g., the geography of the German-speaking world), or while carrying out a project (e.g., creating a family album). Specific language skills are taught when students have noticed that they need specific vocabulary, structures, or functions to carry out the task they have chosen to do. When German language learning has a purpose, students are more highly motivated.

Focus on Interaction

Students learn languages more effectively when they have ample opportunity to work in small groups on tasks that they have had a hand in choosing and that require them to negotiate meaning—make themselves understood and work to understand others—with their fellow students. In German Language and Culture classrooms that are structured this way, students have more practice time; they are working on tasks that reflect their interests and are using the language in situations that more closely resemble those outside of school.

Focus on Strategies

Successful German language learners use a number of strategies that help make their learning more effective. These language learning strategies* are often categorized as cognitive, metacognitive, and social/affective. Communication or language use strategies* are an important component of communicative competence*. These include strategies used regularly by speakers of any language to enhance communication. They also include repair and compensation strategies, which are particularly important in the early stages of language learning if students are to engage in communicative activities before they have extensive knowledge of the language.

* See Appendix B for definitions of terms.

* See Appendix B for definitions of terms.

Not all students acquire these strategies on their own. Most of them will benefit from explicit classroom instruction regarding language learning and language use strategies provided alongside instruction in German itself. Once students are consciously aware of strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that we learn by integrating new information or experiences into what we already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the areas of experience of students. For example, if students are involved and interested in a particular sport, a task can be chosen that links with this interest. The learning activities will build on their knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students will come to their German language learning experience with different prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that provide them with choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

Transfer

In addition to knowledge about content, students will come to their German Language and Culture class with a large body of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages they know or are learning to their learning of German. However, their first language may also be a source of interference initially, as students try to apply generalizations that are valid for their dominant language to the new language they are learning. Students benefit from an awareness of differences as well as similarities in relation to any component of the language: the sound system, grammar structures, vocabulary, **discourse*** features. They may also transfer language learning and language use strategies from one language context to another.

Language Learning and Culture*

Intercultural competence* is an essential element of any language learning endeavour. Knowledge of German-speaking cultures alone is not sufficient. Cultures evolve over time. Minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand for themselves, and relate to any culture they may come in contact with, they will be prepared for encounters with cultural practices that have not been dealt with in class.

* See Appendix B for definitions of terms.

The Conceptual Model

The aim of *Grade 9 to Grade 12 German Language and Culture: Manitoba Curriculum Framework of Outcomes* is the development of communicative competence in German.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

- **Applications** deal with what the students will be able to do with the language, the functions they will be able to perform, and the contexts in which they will be able to operate.
- **Language Competence** addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used.
- **Global Citizenship** aims to develop intercultural competence, with a particular focus on cultures of the German-speaking world.
- **Strategies** help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific learning outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as email where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning, which is helping others understand and working to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication (e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker). Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques, or other non-verbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

Areas of Experience

In this *Framework*, the following areas of experience are recommended. Teachers should incorporate other or alternative areas of experience that are of interest to students.

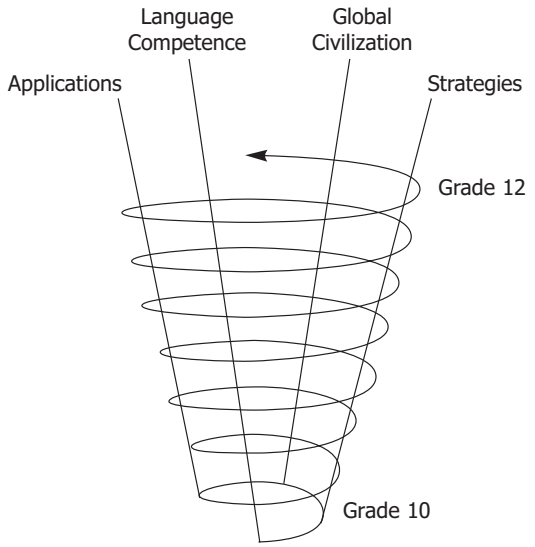
Grade 9	Grade 10
People around me — greetings — personal information — family — people and their characteristics — the human body — clothing Activities (daily, favourite, student, leisure) — celebrations — personal School — in the classsroom — time and calendar — weather Introduction to the German-speaking world (geography) Introduction to fashion (shopping) Activities — in the home — in the community — places and transportation Foods and cuisine — restaurants — market Sports and exercise Friendship Introduction to cultural diversity in the German-speaking world	Travel — vacations — directions Social life Health and safety — physical states — visits to the doctor Occupations and professions

Grade 11	Grade 12
Arts and entertainment—music	Fine arts
Relationships—friends, clubs, activities, sports, hobbies	Legends and myths
Celebrations—cultural	Communications, technology, and media —power and impact of media and advertising
Fashions and fads	Travel
Driving	World/current events —differences in media coverage of events in different nations
Fold tales/fables	
Daily routines	

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms,[1] contexts, and so on). The spiral also represents how language learning activities are best structured. Particular areas of experience, learning strategies, or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts, or at a slightly higher level of proficiency each time. Learning is extended, reinforced, and broadened with each successive cycle.

Figure 1 A Spiral Progression



Organization of the Program of Studies

General Learning Outcomes

General learning outcomes are broad statements identifying the knowledge, skills, and attitudes that students are expected to achieve in the course of their language learning experience. The four general learning outcomes serve as the foundation for *Grade 9 to Grade 12 German Language and Culture: Manitoba Curriculum Framework of Outcomes* and are based on the conceptual model outlined above.

Applications

- Students will use German in a variety of **situations** and for a variety of **purposes**.

Language Competence

- Students will use German **effectively** and **competently**.

Global Citizenship

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

Strategies

- Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication.

The order in which the general learning outcomes are presented in the program of studies does not represent a sequential order, nor does it indicate the relative importance of each component.

Specific Learning Outcomes

Each general learning outcome is further broken down into specific learning outcomes that students are to achieve by the end of each course. The specific learning outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific learning outcomes are categorized under cluster headings, which show the scope of each of the four general learning outcomes. These headings are shown as bullets in the chart on page 14.

The specific learning outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, specific learning outcomes for a particular grade level will be addressed in that year as well as in successive years. If we understand that language learning progresses in a spiral form, then language acquired in the preceding years will prepare the student for a broadening of applications and language acquisition in the following years.

Grade 9 to Grade 12 German Language and Culture

General Learning Outcomes

General Learning Outcomes

Applications

Students will use German in a variety of **situations** and for a variety of **purposes** to

- impart and receive information
- express emotions and personal perspectives
- get things done
- extend their knowledge of the world
- use the language for imaginative purposes and personal enjoyment
- form, maintain, and change interpersonal relationships

Language Competence

Students will use German **effectively** and **competently** to

- attend to form
- interpret and produce oral texts
- interpret and produce written texts
- apply knowledge of the sociocultural context
- apply knowledge of how text is organized, structured, and sequenced

Global Citizenship

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

- study historical and contemporary elements of German-speaking cultures
- affirm diversity
- explore personal and career opportunities

Strategies

Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication:

- language learning strategies
- language use strategies
- general learning strategies

Guide to Reading the Program of Studies

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

Grade 9	Grade 10
2.1 interpret and produce oral texts	
Aural Interpretation (2.1.1) • understand the main points of a variety of oral texts on familiar topics, in guided situations	*Aural Interpretation (2.1.1)* • understand the main points and some supporting details of a variety of oral texts on familiar topics, in guided situations
Oral Production (2.1.2) • produce short, simple oral texts, using familiar structures, in a variety of guided situations	*Oral Production (2.1.2)* • produce simple oral texts, using familiar structures, in guided and unguided situations
Interactive Fluency (2.1.3) • interact, using a combination of phrases and simple sentences, in guided sentences	*Interactive Fluency (2.1.3)* • interact, using a combination of phrases and simple sentences, in guided and unguided situations
2.2 interpret and produce written texts, graphics, and images	
Written Interpretation (2.2.1) • understand the main points of a variety of written texts on familiar topics, in guided situations	*Written Interpretation (2.2.1)* • understand the main points and some supporting details of a variety of written texts on familiar topics, in guided situations
Written Production (2.2.2) • produce short, simple written texts, using familiar structures, in a variety of guided situations	*Written Production (2.2.2)* • produce simple written texts, using familiar structures, in guided and unguided situations

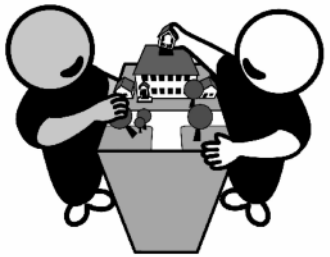
cluster heading for specific learning outcomes

strand heading for specific learning outcomes

read each page vertically for learning outcomes expected at the end of each grade

specific learning outcome statements for each grade

read each page horizontally for developmental flow of learning outcomes from grade to grade



Applications

express emotions and personal perspectives

impart and receive information

get things done

Students will use German in a variety of situations and for a variety of purposes.

form, maintain, and change interpersonal relationships

use the language for imaginative purposes and personal enjoyment

extend their knowledge of the world

Introduction

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[1], is important for a content-based or task-based approach to language learning where students are constantly engaged in meaningful tasks.

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 that show the developmental flow of learning from grade level to grade level. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function, such as sharing 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 German language skills 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 grade level. 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 learning outcomes.

[1] Marianne Celce-Murcia, Zoltán Dörnyei, and Sarah Thurrell. "Communicative Competence: A Pedagogically Motivated Model with Content Specifications." *Issues in Applied Linguistics* 6.2 (1995): 5–35.

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

Grade 9	Grade 10
1.1 receive and impart information	
Share Factual Information (1.1.1) • understand and respond to simple questions • identify activities and events • describe people, places, and things	***Share Factual Information (1.1.1)*** • ask for and provide information on a range of familiar topics • describe several aspects of people, places, and things • describe series or sequences of events or actions
1.2 express emotions and personal perspectives	
Share Ideas, Thoughts, Opinions, Preferences (1.2.1) • ask for and identify favourite people, places, or things • express a personal reaction to a variety of situations	***Share Ideas, Thoughts, Opinions, Preferences (1.2.1)*** • inquire about and express preferences, and give simple reasons for preferences
Share Emotions, Feelings (1.2.2) • identify and use expressions for a variety of emotions	***Share Emotions, Feelings (1.2.2)*** • inquire about, express, and respond to emotions and feelings (e.g., *Ich fühle mich gut.*)

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

Grade 11	Grade 12
1.1 receive and impart information	
Share Factual Information (1.1.1) • seek out and provide information on several aspects of a topic (e.g., give a simple report, understand and use definitions, comparisons, and examples	***Share Factual Information (1.1.1)*** • comprehend and recount events that took place in the past (e.g., historical, cultural)
1.2 express emotions and personal perspectives	
Share Ideas, Thoughts, Opinions, Preferences (1.2.1) • inquire about and express agreement and disagreement, approval and disapproval, satisfaction and dissatisfaction, interest and lack of interest	***Share Ideas, Thoughts, Opinions, Preferences (1.2.1)*** • inquire about, express and support opinions; and express probability and certainty (e.g., *vielleicht*, *wahrscheinlich*, *bestimmt*)
Share Emotions, Feelings (1.2.2) • inquire about, express, and respond to emotions and feelings in a variety of contexts	***Share Emotions, Feelings (1.2.2)*** • discuss emotions and feelings in a variety of situations

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

Grade 9	Grade 10
1.3 get things done	
Guide Actions of Others (1.3.1) • make a variety of simple requests	*Guide Actions of Others (1.3.1)* • give a simple set of instructions
State Personal Actions (1.3.2) • express ability or inability to do something	*State Personal Actions (1.3.2)* • express a wish or a desire to do something
Manage Group Actions (1.3.3) • manage turn taking • ask for help	*Manage Group Actions (1.3.3)* • assume a variety of roles and responsibilities as group members • encourage other group members to act appropriately
1.4 form, maintain, and change interpersonal relationships	
Manage Personal Relationships (1.4.1) • make and respond to requests for personal information • apologize and refuse politely	*Manage Personal Relationships (1.4.1)* • initiate relationships • extend and respond to invitations in simple ways

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

Grade 11	Grade 12
1.3 get things done	
Guide Actions of Others (1.3.1) • suggest a course of action in a variety of situations	***Guide Actions of Others (1.3.1)*** • give advice and warning
State Personal Actions (1.3.2) • state personal actions in the past, present, or future	***State Personal Actions (1.3.2)*** • express intention, and make a promise in a variety of situations
Manage Group Actions (1.3.3) • express disagreement in an appropriate way	***Manage Group Actions (1.3.3)*** • negotiate in a simple way with peers in small-group tasks
1.4 form, maintain, and change interpersonal relationships	
Manage Personal Relationships (1.4.1) • give and respond to compliments, and justify and explain own actions	***Manage Personal Relationships (1.4.1)*** • offer and respond to congratulations, and express regret

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

Grade 9	Grade 10
1.5 extend their knowledge of the world	
Discover and Explore (1.5.1) • ask basic questions to gain knowledge and clarify understanding	***Discover and Explore (1.5.1)*** • ask questions to gain knowledge and clarify understanding, and seek information • investigate the immediate environment
Gather and Organize Information (1.5.2) • organize and categorize simple information	***Gather and Organize Information (1.5.2)*** • organize, categorize, and record simple information, using a variety of resources (e.g., print, audio, visual, multimedia, human)
Explore Opinions and Values (1.5.3) • recognize differences of opinion	***Explore Opinions and Values (1.5.3)*** • compare personal views and opinions with those of others • respond to the ideas and products of others
	Solve Problems (1.5.4) • recognize a problem, and choose between given alternative solutions

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

Grade 11	Grade 12
1.5 extend their knowledge of the world	
Discover and Explore (1.5.1) • explore and express meaning in a variety of ways (e.g., drawing a diagram, making a model, rephrasing)	***Discover and Explore (1.5.1)*** • explore connections and gain new insights into familiar topics
Gather and Organize Information (1.5.2) • organize and manipulate information (e.g., transfer information from texts into other forms, such as tables or diagrams)	***Gather and Organize Information (1.5.2)*** • compose questions to guide research, and gather information using a prepared format (e.g., interview)
Explore Opinions and Values (1.5.3) • examine differing perspectives on an issue	***Explore Opinions and Values (1.5.3)*** • express own position on an issue, and provide supporting reasons
Solve Problems (1.5.4) • identify a problem, and propose a solution	***Solve Problems (1.5.4)*** • generate and evaluate alternative solutions to problems

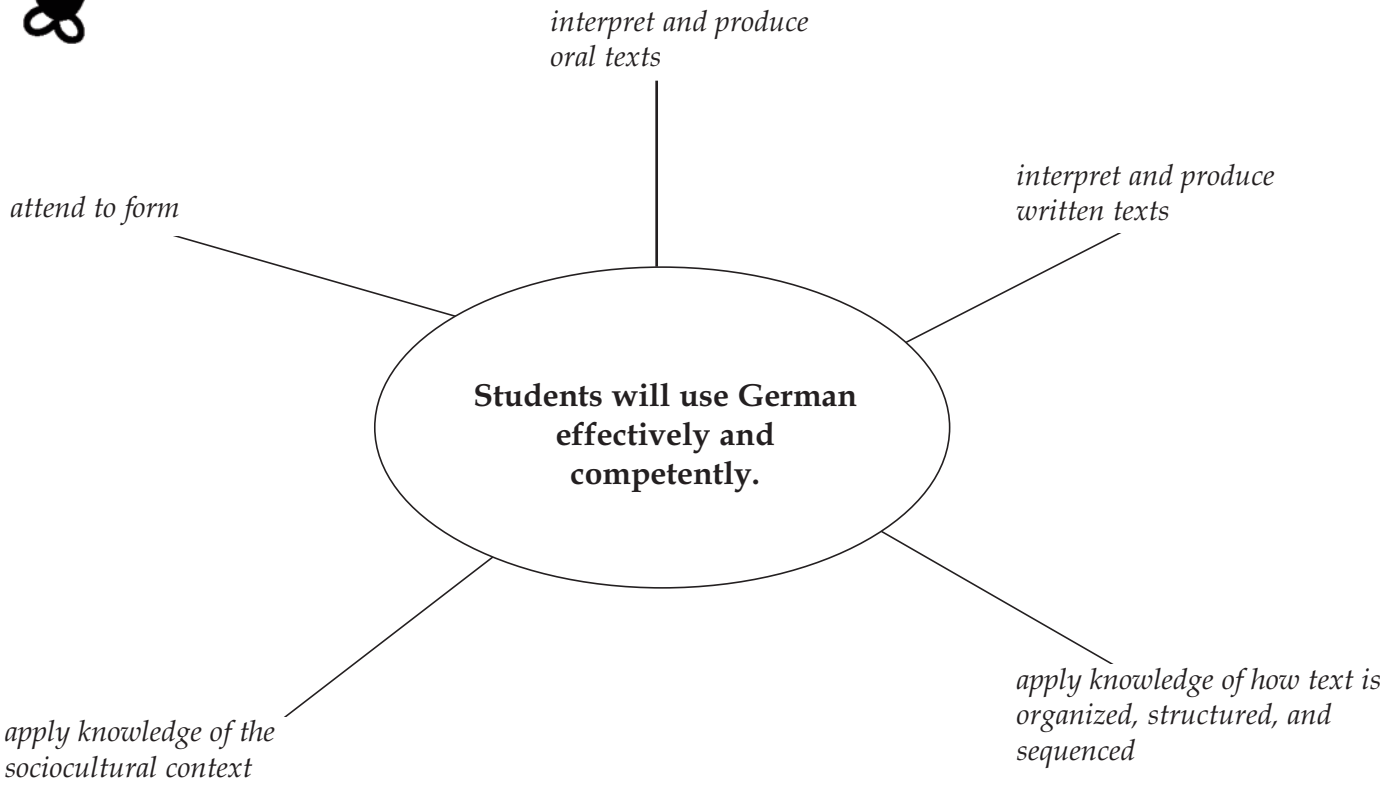
General Learning Outcome 1: Students will use German in a variety of **situations** and for a variety of **purposes**.

Grade 9	Grade 10
1.6 for imaginative purpose and personal enjoyment	
Humour/Fun (1.6.1) • use German for fun (e.g., songs)	***Humour/Fun (1.6.1)*** • use German for fun (e.g., games, poems, riddles)
Creative/Aesthetic Purposes (1.6.2) • use German creatively (e.g., acrostic poetry)	***Creative/Aesthetic Purposes (1.6.2)*** • use German creatively (e.g., write simple captions for a given comic strip)
Personal Enjoyment (1.6.3) • use German for personal enjoyment (e.g., make a collection of pictures or artifacts related to German cultures)	***Personal Enjoyment (1.6.3)*** • use German for personal enjoyment (e.g., listen to favourite songs in German)

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

Grade 11	Grade 12
1.6 for imaginative purpose and personal enjoyment	
Humour/Fun (1.6.1) • use German for fun and to interpret humour (e.g., cartoons, stories)	***Humour/Fun (1.6.1)*** • use German for fun and to interpret and express humour (e.g., video clips, jokes)
Creative/Aesthetic Purposes (1.6.2) • use German creatively (e.g., write poems based on simple, repetitive, and modelled language)	***Creative/Aesthetic Purposes (1.6.2)*** • use German creatively (e.g., experiment with the sounds and rhythms of German, create a poem or rap)
Personal Enjoyment (1.6.3) • use German for personal enjoyment (e.g., find a personal pen pal and exchange email messages)	***Personal Enjoyment (1.6.3)*** • use German for personal enjoyment (e.g., use the Internet to explore German cultures)

Language Competence



Introduction

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 gaining knowledge of the German language and using that knowledge to interpret and produce meaningful texts appropriate to a situation. Language competence is best developed in **practical applications**, that is, in the context of activities or tasks in which the language is used for real purposes.

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, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade level to grade level. 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.

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

Grade 9	Grade 10
2.1 interpret and produce oral texts	
Aural Interpretation (2.1.1) • understand the main points of a variety of oral texts on familiar topics, in guided situations	***Aural Interpretation (2.1.1)*** • understand the main points and some supporting details of a variety of oral texts on familiar topics, in guided situations
Oral Production (2.1.2) • produce short, simple oral texts, using familiar structures, in a variety of guided situations	***Oral Production (2.1.2)*** • produce simple oral texts, using familiar structures, in guided and unguided situations
Interactive Fluency (2.1.3) • interact, using a combination of phrases and simple sentences, in guided sentences	***Interactive Fluency (2.1.3)*** • interact, using a combination of phrases and simple sentences, in guided and unguided situations
2.2 interpret and produce written texts, graphics, and images	
Written Interpretation (2.2.1) • understand the main points of a variety of written texts on familiar topics, in guided situations	***Written Interpretation (2.2.1)*** • understand the main points and some supporting details of a variety of written texts on familiar topics, in guided situations
Written Production (2.2.2) • produce short, simple written texts, using familiar structures, in a variety of guided situations	***Written Production (2.2.2)*** • produce simple written texts, using familiar structures, in guided and unguided situations

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

Grade 11	Grade 12
2.1 interpret and produce oral texts	
***Aural Interpretation* (2.1.1)** • understand the main points and some specific details of a variety of oral texts on familiar topics, in guided and unguided situations	***Aural Interpretation* (2.1.1)** • understand short oral texts on a variety of topics
***Oral Production* (2.1.2)** • understand the main points and some specific details of a variety of written texts on familiar topics, in guided and unguided situations	***Oral Production* (2.1.2)** • understand short written texts on a variety of topics
***Interactive Fluency* (2.1.3)** • derive meaning from a variety of visuals and other forms of nonverbal communications, in guided situations	***Interactive Fluency* (2.1.3)** • derive meaning from the visual elements of a variety of media, in guided and unguided situations
2.2 interpret and produce written texts, graphics, and images	
***Noninteractive Spoken Production* (2.2.1)** • produce simple oral texts on familiar topics, in guided and unguided situations	***Noninteractive Spoken Production* (2.2.1)** • produce oral texts on familiar topics, in guided and unguided situations
***Interactive Spoken Production* (2.2.2)** • initiate and manage short interactions, with pauses for planning and repair	***Interactive Spoken Production* (2.2.2)** • initiate and manage simple interactions without undue difficulty, asking for repetition or clarification when necessary

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

Grade 9	Grade 10
2.2 interpret and produce written texts, graphics, and images (continued)	
Viewing (2.2.3) • derive meaning from a variety of visuals, in guided situations	*Viewing (2.2.3)* • derive meaning from a variety of visuals, in guided and unguided situations
Representing (2.2.4) • express meaning, using a variety of visual forms, in guided situations	*Representing (2.2.4)* • express meaning, using a variety of visual forms, in guided and unguided situations
2.3 attend to form	
Phonology (2.3.1) • use comprehensible pronunciation, stress, and intonation when producing familiar words or phrases	*Phonology (2.3.1)* • recognize and imitate intonation patterns that affect meaning • approximate the pronunciation of unfamiliar words
Orthography (2.3.2) • apply common spelling rules to write familiar words	*Orthography (2.3.2)* • apply common spelling rules to write unfamiliar words

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

Grade 11	Grade 12
2.2 interpret and produce written texts, graphics, and images (continued)	
***Written Production* (2.2.3)** • produce simple, written texts on familiar topics, in guided and unguided situations	***Written Production* (2.2.3)** • produce written texts on familiar topics, in guided and unguided situations
***Representing* (2.2.4)** • express meaning using a variety of visuals and other forms of nonverbal communication, in guided situations	***Representing* (2.2.4)** • express meaning using visual elements in a variety of media, in guided and unguided situations
2.3 attend to form	
***Phonology* (2.3.1)** • pronounce unfamiliar words correctly, and identify and reproduce some critical sound distinctions that are important for meaning (e.g., *Wien* vs. *Wein*)	***Phonology* (2.3.1)** • use intonation, stress, and rhythm appropriately in familiar situations
***Orthography* (2.3.2)** • apply basic spelling rules consistently, and use mechanical conventions (e.g., *Kommasetzung*, *Anführungszeichen*)	***Orthography* (2.3.2)** • apply spelling rules and mechanical conventions consistently and accurately, and use a dictionary to verify the spelling of unfamiliar words

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

Grade 9	Grade 10
2.3 attend to form (continued)	
Lexicon (2.3.3) • 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:	*Lexicon (2.3.3)* • experiment with and use a variety of words and expressions in familiar contexts • recognize that one word may have multiple meanings, depending on the context (e.g., *Klasse, Stunde, fahren*) • understand and use vocabulary and phrases related to the following topics/areas of experience:

Personal Identity
- name, age
- friends and relatives
- physical description

Family and Home Life
- family members, relatives, occupations
- pets, animals
- the home

School
- subjects
- timetables
- classroom routines
- school facility

Leisure and Recreation
- hobbies, interests
- sports and exercises
- entertainment
- music
- vacation
- transportation

Food
- meals
- restaurants
- grocery shopping

Landeskunde
- money, currencies
- celebrations
- geography
- climate, weather, seasons
- famous people

Health and Body
- body parts
- illness
- clothing

Other Areas
- topics of special interest to students

Note: The groupings of subtopics are offered by way of suggestion only. Teachers may arrange alternative groupings and vary the emphasis on topics to meet the needs of the students.

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

Grade 11	Grade 12
2.3 attend to form (continued)	
Lexicon (2.3.3) • use a variety of words and expressions in familiar contexts, and use familiar vocabulary to derive meaning from a variety of texts • understand and use vocabulary and phrases related to the following topics/areas of experience:	*Lexicon (2.3.3)* • 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:

Personal Identity
- peers
- friends
- relatives

German Civilization
- history
- famous people
- inventions
- literature
- architecture
- myths/legends

Leisure and Recreation
- sports and exercise
- health and lifestyle

Contemporary Life Issues
- current events
- science and technology
- institutions and systems (schools)
- environment
- housing

Popular Culture
- mass media
- advertising
- music
- literature

European Context
- geography/topography
- travel
- the European Union

Personal Image
- fashion
- careers
- future plans

Other Areas
- topics of special interest to students

Note: The groupings of subtopics are offered by way of suggestion only. Teachers may arrange alternative groupings and vary the emphasis on topics to meet the needs of the students.

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

Grade 9	Grade 10
2.3 attend to form (continued)	
Grammatical Elements (2.3.4) • recognize and use, in **modelled*** situations, the following grammatical elements: — formal address (*Sie* vs. *du*, *ihr*) — modal verbs in present tense — imperative mood (all forms) — simple past (*hatte*, *sein*, *war*) — perfect tense (limited selection of verbs) — personal pronouns (singular) in accusative — possessive pronouns in nominative and accusative (singular and plural forms) — subordinate clauses beginning with *weil*, *dass* — prepositions with selected accusative and dative — comparison of adjectives (comparative forms only) — position of adverbs of preference and/or frequency (e.g., *gern*, *oft*) — articles of familiar nouns in nominative and accusative — structure of compound sentences using coordinating conjunctions	***Grammatical Elements (2.3.4)*** • recognize and use, in **modelled*** situations, the following grammatical elements: — plural nouns — separable verbs — perfect tense — selected reflexive verbs (first personal singular) — future tense — personal pronouns in accusative — subordinate clauses beginning with *weil*, *dass* — prepositions with accusative and dative — comparison of adjectives (all forms) — adjectival endings (case, number, gender)

* **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.

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

Grade 11	Grade 12
2.3 attend to form (continued)	
Grammatical Elements (2.3.4) • recognize and use, in **modelled*** situations, the following grammatical elements: — simple past — reflexive verbs (all forms) — nominative, accusative, and dative case as a concept — sentence structure: time/manner/place — personal pronouns in dative — possessive pronouns preceding dative objects — infinitive phrases and clauses (e.g., *Ich plane nach Deutschland zu reisen. Oma geht in die Stadt, um das Museum zu besuchen.*) — relative clauses in nominative and accusative	*Grammatical Elements (2.3.4)* • recognize and use, in **modelled*** situations, the following grammatical elements: — sentence structure: position of subject and objects and subject-object inversion — genitive case as a concept — possessive pronouns in genitive — prepositions with genitive — relative clauses in dative and genitive — da and wo compounds (e.g., *wofür*, *worauf*)

* **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.

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

Grade 9	Grade 10
2.3 attend to form (continued)	
Grammatical Elements (2.3.4) • use, in **structured*** situations, the following grammatical elements: — 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., *Heute gehe ich ...*) — personal pronouns in nominative — present tense — noun and verb agreement	*Grammatical Elements (2.3.4)* • use, in **structured*** situations, the following grammatical elements: — formal address — modal verbs in present tense — imperative mood (all forms) — simple past (*hatte*, *war*) — possessive pronouns in nominative and accusative (plural forms) — comparison of adjectives (comparative forms only)

* **Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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

Grade 11	Grade 12
2.3 attend to form (continued)	
Grammatical Elements (2.3.4) • use, in **structured*** situations, the following grammatical elements: – separable verbs – perfect tense – modal verbs in simple past – future tense – personal pronouns in accusative – subordinate clauses – prepositions with accusative and dative – comparison of adjectives (all forms) – plural of nouns	*Grammatical Elements (2.3.4)* • use, in **structured*** situations, the following grammatical elements: – simple past – reflexive verbs – nominative, accusative, and dative case as a concept – sentence structure: time/manner/place – sentence structure: position of subject and objects – personal pronouns in dative – possessive pronouns preceding dative objects – prepositions with accusative, dative, and genitive – adjectival endings – infinitive phrases and clauses – relative clauses in all cases – genitive case as a concept – possessive pronouns in genitive

* **Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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

Grade 9	Grade 10
2.3 attend to form (continued)	
Grammatical Elements (2.3.4) • use, **independently and consistently*** situations, the following grammatical elements: — subject pronouns (e.g., *ich, du, er, sie, Sie, wir, ihr*) — structure of simple declarative sentences (e.g., *Karl Kauft einen Hut. Gabi wohnt hier.*) — coordinating conjunctions (e.g., *und*) — yes/no questions (e.g., *Hast du eine Katze?*) — affirmative/negative using *nicht, kein*/interrogative sentences using inversion in the present tense — simple questions using *wer, wie, was, wo, wann* — gender of commonly used nouns — commonly used verbs (e.g., *haben, sein*)	*Grammatical Elements (2.3.4)* • use, **independently and consistently*** situations, the following grammatical elements: — plural of familiar nouns — compound nouns — possessive pronouns in nominative and accusative (simular) — negation — sentence structure: inversion following expressions of place and time (e.g., *Heute gehe ich ...*)

* **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 be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

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

Grade 11	Grade 12
2.3 attend to form (continued)	
Grammatical Elements (2.3.4) • use, **independently and consistently*** situations, the following grammatical elements: — formal address — modal verbs in present tense — imperative mood (all forms) — possessive pronouns in nominative and accusative, plural forms — comparison of adjectives (comparative forms only)	*Grammatical Elements (2.3.4)* • use, **independently and consistently*** situations, the following grammatical elements: — 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)

* **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 be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

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

Grade 9	Grade 10
2.4 apply knowledge of the sociocultural context	
Register (2.4.1) • distinguish between formal and informal situations	***Register (2.4.1)*** • experiment with and use formal and informal language in familiar situations
Idiomatic Expressions (2.4.2) • understand and use selected idiomatic expressions	***Idiomatic Expressions (2.4.2)*** • use learned idiomatic expressions in new contexts
Variations in Language (2.4.3) • acknowledge and accept individual differences in speech	***Variations in Language (2.4.3)*** • acknowledge and accept a variety of accents, variations in speech, and regional variations in language
Social Conventions (2.4.4) • use appropriate oral forms of address in guided situations (e.g., *du/Sie, Herr/Frau*)	***Social Conventions (2.4.4)*** • use basic forms and conventions of politeness in guided and unguided situations • use appropriate oral forms of address in guided and unguided situations
Nonverbal Communication (2.4.5) • understand and imitate some common nonverbal behaviours in familiar contexts (e.g., etiquette, table manners)	***Nonverbal Communication (2.4.5)*** • recognize that some nonverbal behaviours may be used differently in German cultures * recognize nonverbal behaviours that are considered impolite

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

Grade 11	Grade 12
2.4 apply knowledge of the sociocultural context	
Register (2.4.1) • recognize and use formal and informal language appropriately in familiar situations	***Register (2.4.1)*** • recognize and use formal and informal language in a variety of contexts
Idiomatic Expressions (2.4.2) • use idiomatic expressions in a variety of contexts	***Idiomatic Expressions (2.4.2)*** • use selected proverbs and sayings to enhance communication
Variations in Language (2.4.3) • recognize and adapt to individual differences in spoken German (e.g., region, age, individual speech patterns)	***Variations in Language (2.4.3)*** • recognize and adapt to regional differences in spoken German (e.g., Germany, Austria, Switzerland)
Social Conventions (2.4.4) • use basic forms and conventions of politeness, and use appropriate oral forms of address	***Social Conventions (2.4.4)*** • understand social conventions encountered in oral and written texts and situations
Nonverbal Communication (2.4.5) • understand and use some common nonverbal behaviours in familiar contexts (e.g., length of eye contact)	***Nonverbal Communication (2.4.5)*** • understand and use some common nonverbal behaviours in a variety of contexts (e.g., norms of personal space)

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

Grade 9	Grade 10
2.5 apply knowledge of how discourse is organized, structured, and sequenced in German	
Text Forms* (2.5.1) • identify some simple oral and print text forms (e.g., tickets, menus, radio advertisements)	***Text Forms* (2.5.1)*** • identify and use a limited variety of oral and print text forms
Patterns of Social Interaction (2.5.2) • respond to simple interpersonal communication patterns	***Patterns of Social Interaction (2.5.2)*** • initiate interactions and respond using simple interaction patterns
Cohesion/Coherence (2.5.3) • link words, phrases, or simple sentences, using basic connectors in guided situations	***Cohesion/Coherence (2.5.3)*** • link several sentences coherently on a single theme • sequence a series of events, using basic expressions of time (e.g., *zuerst, heute, dann, morgen*)

* For a sample list of text forms, see Appendix A.

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

Grade 11	Grade 12
2.5 apply knowledge of how discourse is organized, structured, and sequenced in German	
Text Forms* ***(2.5.1)*** • identify and use a variety of oral and print text forms	***Text Forms**** ***(2.5.1)*** • use knowledge of text forms to enhance comprehension and production of texts
Patterns of Social Interaction ***(2.5.2)*** • initiate and respond to interpersonal communication, in guided and unguided situations, using routines of social interaction	***Patterns of Social Interaction*** ***(2.5.2)*** • use a range of social interaction patterns to deal with routine interactions (e.g., *telefonieren*)
Cohesion/Coherence ***(2.5.3)*** • link words, phrases, or simple sentences, using basic connectors, in guided and unguided situations; and link several sentences coherently on a single theme	***Cohesion/Coherence*** ***(2.5.3)*** • understand and use referents within texts (e.g., *Opa liegt im Bett; er ist müde.*)

* For a sample list of text forms, see Appendix A.

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

Introduction

The learning outcomes for Global Citizenship deal with the development of **intercultural competence**,* encompassing some of the knowledge, skills, and attitudes needed to be effective global citizens. 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, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade level to grade level. 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 of 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 additional cultures. Rather than simply try to develop a bank of knowledge about German-speaking cultures, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of 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.

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.

Grade 9	Grade 10
3.1 historical and contemporary elements of the cultures of German-speaking peoples	
Gaining/Applying Knowledge of German Cultures (3.1.1) • observe and participate in activities and experiences that are common among German-speaking peoples (e.g., table manners)	***Gaining/Applying Knowledge of German Cultures (3.1.1)*** • identify similarities between German people their own age and themselves (e.g., music, clothing)
Diversity within German Cultures (3.1.2) • identify some elements that reflect diversity among the German-speaking countries (e.g., maps, flags, weather)	***Diversity within German Cultures (3.1.2)*** • explore regional differences among people living in German-speaking countries (e.g., food, dialects, costumes, celebrations)
Analyzing Cultural Knowledge (3.1.3) • ask questions, in English, about patterns of behaviour or interactions typical of German people their own age (e.g., leisure time, daily routines)	***Analyzing Cultural Knowledge (3.1.3)*** • compare the aspects of German cultures being studied with their own • recognize the existence of stereotypes about and within German cultures
Valuing German Culture (3.1.4) • show a willingness to participate in cultural activities and experiences	***Valuing German Culture (3.1.4)*** • express interest in finding out about German-speaking youth

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.

Grade 11	Grade 12
3.1 historical and contemporary elements of the cultures of German-speaking peoples	
Gaining/Applying Knowledge of German Cultures (3.1.1) • explore and identify some social aspects of German life (e.g., festivals, sports, and communities, and understand behaviours that are different from their own (e.g., use of public transportation, involvement in part-time jobs)	***Gaining/Applying Knowledge of German Cultures (3.1.1)*** • explore and identify some elements of German imagination (e.g., fairy tales, stories, movies)
Diversity within German Cultures (3.1.2) • recognize the increasingly multicultural nature of German-speaking countries	***Diversity within German Cultures (3.1.2)*** • recognize the existence of stereotypes about and within German cultures
Analyzing Cultural Knowledge (3.1.3) • use basic research skills to find out about German cultures	***Analyzing Cultural Knowledge (3.1.3)*** • identify and use a variety of sources of information to find out about German cultures, and analyze own assumptions about German cultures
Valuing German Culture (3.1.4) • identify contributions of German cultures to their own societies and to global society	***Valuing German Culture (3.1.4)*** • explore contributions of German cultures to their own societies and to global society

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.

Grade 9	Grade 10
3.2 affirming and valuing diversity	
Awareness of English (3.2.1) • identify similarities between English and German words (e.g., cognates, internationalisms)	***Awareness of English (3.2.1)*** • identify similarities and differences between English and German (e.g., sentence structure, writing conventions)
General Language Knowledge (3.2.2) • recognize that different languages have different writing systems	***General Language Knowledge (3.2.2)*** • recognize that within a linguistic group, people from different regions and/or social contexts may use differing pronunciation, vocabulary, and structure
Awareness of Canadian Culture (3.2.3) • recognize and identify differences between Canadian and German cultures	***Awareness of Canadian Culture (3.2.3)*** • compare and contrast diversity in Canadian and German cultures
General Cultural Knowledge (3.2.4) • recognize that speakers of the same language may come from different cultural backgrounds	***General Cultural Knowledge (3.2.4)*** • recognize that geography, climate, and history affect the culture of a particular region
Intercultural Skills (3.2.5) • recognize factors that contribute to culture shock (e.g., language, differing behaviours and perspectives)	***Intercultural Skills (3.2.5)*** • recognize various ways of coping with linguistically and culturally unfamiliar situations

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.

Grade 11	Grade 12
3.2 affirming and valuing diversity	
Awareness of English (3.2.1) • identify some English words that have been adopted from German (e.g., angst)	***Awareness of English (3.2.1)*** • identify some English words that are used in the German language, including their altered pronunciation and/or meaning (e.g., *Handy*)
General Language Knowledge (3.2.2) • identify regional and/or social differences in pronunciation and vocabulary in various languages within their personal experience	***General Language Knowledge (3.2.2)*** • identify how and why languages borrow from one another
Awareness of Canadian Culture (3.2.3) • use new understanding of German cultures to reflect on and clarify aspects of Canadian culture	***Awareness of Canadian Culture (3.2.3)*** • identify some of the past and present relationships between German cultures and Canada (e.g., immigration, travel, trade, war)
General Cultural Knowledge (3.2.4) • recognize that people of a specific culture may have perspectives that differ from those of people in other cultures, and identify the limitations of adopting a single perspective	***General Cultural Knowledge (3.2.4)*** • recognize that different cultures may have different interpretations of texts, cultural practices, or products
Intercultural Skills (3.2.5) • recognize various ways of coping with linguistically and culturally unfamiliar situations	***Intercultural Skills (3.2.5)*** • explore various strategies for enhancing communication with people from German cultures

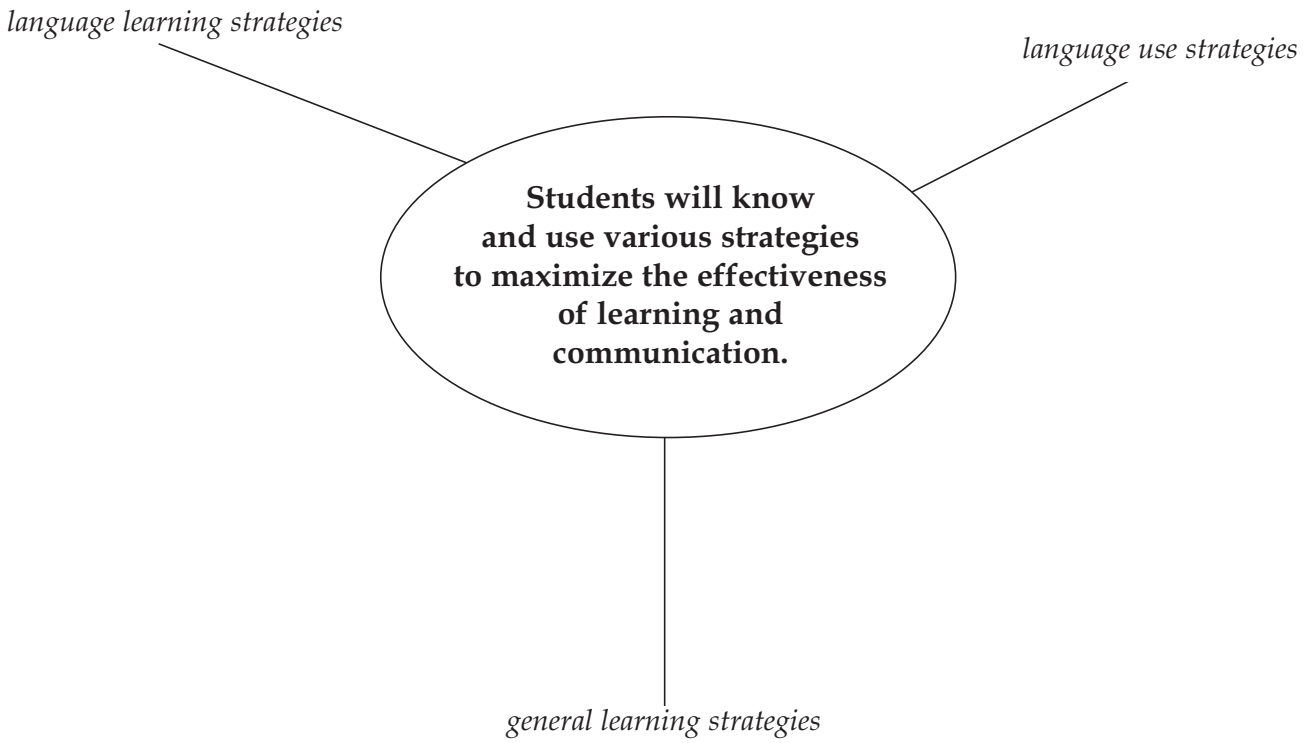
General Learning Outcome 3: Students will acquire the knowledge, skills, and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.

Grade 9	Grade 10
3.3 personal and career opportunities	
German Language and Cultures (3.3.1) • identify a variety of reasons for learning German • identify some careers for which knowledge of German is useful	*German Language and Cultures (3.3.1)* • recognize that knowledge of an additional language is an asset to any career
Cultural and Linguistic Diversity (3.3.2) • suggest some reasons for participating in activities and experiences that reflect elements of different cultures	*Cultural and Linguistic Diversity (3.3.2)* • identify some personal uses they have made of their knowledge of different languages and cultures

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.

Grade 11	Grade 12
3.3 personal and career opportunities	
German Language and Cultures (3.3.1) • identify aspects of German music, arts, and crafts that are of personal interest	*German Language and Cultures (3.3.1)* • demonstrate awareness of opportunities for further studies or careers related to German
Cultural and Linguistic Diversity (3.3.2) • identify situations in which knowledge of additional languages and intercultural skills can be applied	*Cultural and Linguistic Diversity (3.3.2)* • identify aspects of music, arts, and crafts of different cultures that are of personal interest

Strategies


language learning strategies
language use strategies
Students will know
and use various strategies
to maximize the effectiveness
of learning and
communication.
general learning strategies

Introduction

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 learning 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 with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning 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 that show the development of awareness and skill in using strategies from grade level to grade level. Each strand, identified by a strand heading at the left end of the row, 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 at a particular grade level. 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 below. 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 can choose 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.

Comprehensive List of Strategies

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story, or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning

- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of the German language and own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in German or in own language
- find information, using reference materials like dictionaries, textbooks, and grammars
- use available technological aids to support language learning (e.g., cassette recorders, computers)
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and write down unknown words and expressions, noting also their context and function
- be aware of cognates whose meanings vary in different languages

Metacognitive

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading, and writing processes
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or non-acceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in conversations, and make use of the new words as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Receptive

- determine the purpose of listening
- assess own information needs before listening, viewing, or reading
- prepare questions or a guide to note down information found in the text
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- listen selectively based on purpose
- listen or look for key words
- use key content words or discourse markers to follow an extended text
- use skimming and scanning to locate key information in texts
- use illustrations to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- use knowledge of the sound-symbol system to aid reading comprehension
- reread several times to understand complex ideas
- observe gestures, intonation, and visual supports to aid comprehension
- summarize information gathered
- make connections between texts on the one hand and prior knowledge and personal experience on the other

Productive

- mimic what the teacher says
- use non-verbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use familiar repetitive patterns from stories, songs, rhymes, or media
- use illustrations to provide detail when producing own texts
- use familiar sentence patterns to form new sentences
- take notes when reading or listening to assist in producing own text
- compensate for avoiding difficult structures by rephrasing
- use resources to increase vocabulary
- use descriptions, explanations, or various words and phrase to compensate for lack of specific terms (circumlocution)
- apply grammar rules to improve accuracy at the correction stage
- revise and correct final version of text

Interactive

- indicate lack of understanding verbally or non-verbally (*Entschuldigung, Wie bitte?, Das habe ich nicht verstanden,* raised eyebrows, blank look)
- interpret and use a variety of nonverbal clues to communicate (e.g., mime, pointing, gestures, drawing pictures)
- ask for clarification or repetition when you do not understand (*Was meinen Sie damit? Wiederholen Sie, bitte!*)
- ask for confirmation that a form used is correct (e.g., *Kann man das sagen? Wie heißt das auf Deutsch?*)
- use the other speaker's words in subsequent conversation
- use descriptions, explanations, or various words and phrases to compensate for lack of specific terms (circumlocution)
- assess feedback from a conversation partner to recognize if a message has been understood
- start again, using a different tactic, when communication breaks down
- use fillers, hesitation devices, and gambits to sustain conversations (e.g., *Na ja, gut, nicht wahr*)

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes (e.g., red and blue objects, or animals that eat meat and animals that eat plants)
- use models
- connect what is already known with what is being learned

- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic, or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals, and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and learning approach
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical work environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring, and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks (e.g., offer encouragement, praise, ideas)
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks and take measures to lower it if necessary (e.g., deep breathing, laughter)
- use social interaction skills to enhance group learning activities

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

Grade 9	Grade 10
4.1 language learning	
Cognitive (4.1.1) • use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., associate new words or expressions with familiar ones, identify and use cognates)	***Cognitive (4.1.1)*** • identify and use a variety of cognitive strategies to enhance language learning (e.g., group together sets of things with similar characteristics, such as nouns ending in *–ung*)
Metacognitive (4.1.2) • 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)	***Metacognitive (4.1.2)*** • identify and use a variety of metacognitive strategies to enhance language learning (e.g., reflect on learning tasks, identify own strengths and needs)
Social/Affective (4.1.3) • use a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., take risks, try unfamiliar tasks and approaches)	***Social/Affective (4.1.3)*** • identify and use a variety of social and affective strategies to enhance language learning (e.g., work with others to solve problems, get feedback on tasks)

Further examples of language learning strategies are available on pages 53–57.

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

Grade 11	Grade 12
4.1 language learning	
Cognitive (4.1.1) • identify and use a variety of cognitive strategies to enhance language learning (e.g., find and apply information, using reference materials like dictionaries, textbooks, and grammars)	***Cognitive (4.1.1)*** • select and use a variety of cognitive strategies to enhance language learning (e.g., seek the precise term, look for patterns and relationships)
Metacognitive (4.1.2) • identify and use a variety of metacognitive strategies to enhance language learning (e.g., make a plan in advance about how to approach a language learning task)	***Metacognitive (4.1.2)*** • 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)
Social/Affective (4.1.3) • identify and use a variety of social and affective strategies to enhance language learning (e.g., work cooperatively with peers in small groups)	***Social/Affective (4.1.3)*** • select and use a variety of social and affective strategies to enhance language learning (e.g., brainstorm, reread familiar self-chosen texts)

Further examples of language learning strategies are available on pages 53–57.

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

Grade 9	Grade 10
4.2 language use	
Receptive (4.2.1) • use a variety of simple reading and listening strategies, with guidance, to aid comprehension (e.g., familiar words, gestures, and intonation)	***Receptive (4.2.1)*** • identify an use a variety of reading and listening strategies to aid comprehension (e.g., make inferences based on prior knowledge and experience)
Productive (4.2.2) • use a variety of simple speaking and writing strategies, with guidance (e.g., experiment with familiar words and structures to express own meaning)	***Productive (4.2.2)*** • identify an use a variety of speaking and writing strategies (e.g., compensate for avoiding difficult structures by rephrasing)
Interactive (4.2.3) • use a variety of simple interactive strategies, with guidance (e.g., use nonverbal clues to communicate)	***Interactive (4.2.3)*** • identify and use a variety of interactive strategies (e.g., ask for confirmation that a form used is correct)

Further examples of language learning strategies are available on pages 53–57.

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

Grade 11	Grade 12
4.2 language use	
Receptive (4.2.1) • identify and use a variety of reading and listening strategies (e.g., make inferences based on contextual clues)	***Receptive (4.2.1)*** • select and use a variety of reading and listening strategies (e.g., skimming, scanning, rereading)
Productive (4.2.2) • identify an use a variety of speaking and writing strategies (e.g., apply grammar rules to improve accuracy)	***Productive (4.2.2)*** • select and use a variety of speaking and writing strategies (e.g., use a variety of resources to correct texts)
Interactive (4.2.3) • identify and use a variety of interactive strategies (e.g, ask for clarification, use other speakers' words)	***Interactive (4.2.3)*** • select and use a variety of interactive strategies (e.g., start again, using a different tactic when communication breaks down)

Further examples of language learning strategies are available on pages 53–57.

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

Grade 9	Grade 10
4.3 general learning	
Cognitive (4.3.1) • use a variety of simple cognitive strategies, with guidance, to enhance general learning (e.g., take notes, organize and review notes)	***Cognitive (4.3.1)*** • identify and use a variety of cognitive strategies to enhance general learning (e.g., use mental images to remember new information)
Metacognitive (4.3.2) • use a variety of simple metacognitive strategies, with guidance, to enhance general learning (e.g., discover how their efforts can affect their learning)	***Metacognitive (4.3.2)*** • identify and use a variety of metacognitive strategies to enhance general learning (e.g., make a plan about how to approach a task)
Social/Affective (4.3.3) • use a variety of simple social and affective strategies, with guidance, to enhance general learning (e.g., participate in cooperative group learning tasks)	***Social/Affective (4.3.3)*** • identify and use a variety of social and affective strategies to enhance general learning (e.g., encourage themselves to try even though they might make mistakes)

Further examples of language learning strategies are available on pages 53–57.

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

Grade 11	Grade 12
4.3 general learning	
Cognitive (4.3.1) • identify and use a variety of cognitive strategies to enhance general learning (e.g., look for patterns and relationships)	***Cognitive (4.3.1)*** • select and use a variety of cognitive strategies to enhance general learning (e.g., formulate key questions to guide inquiry)
Metacognitive (4.3.2) • identify and use a variety of metacognitive strategies to enhance general learning (e.g., identify own needs and interests)	***Metacognitive (4.3.2)*** • select and use a variety of metacognitive strategies to enhance general learning (e.g., reflect upon own thinking processes and how they learn)
Social/Affective (4.3.3) • identify and use a variety of social and affective strategies to enhance general learning (e.g., use support strategies to help peers persevere at learning tasks)	***Social/Affective (4.3.3)*** • select and use a variety of social and affective strategies to enhance general learning (e.g., take part in group problem-solving processes)

Further examples of language learning strategies are available on pages 53–57.

Grade 9 to Grade 12 German Language and Culture

Appendices

Appendix A: Sample List of Forms
Appendix B: Glossary

Appendix A: Sample List of Text Forms

The following list is not intended to be prescriptive; it is provided to suggest possibilities for expanding students' experiences with different text forms.

Written Texts

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

Oral Texts

- Advertisements
- Announcements
- Ceremonies
- Debates
- Formal and informal conversations
- Interviews
- Lectures
- Messages
- Oral stories and histories
- Plays and other performances
- Raps
- Reports and presentations
- Songs
- Telephone conversations

Multimedia Texts

- Comic strips
- Computer and board games
- Movies and films
- Slide/tape/CD and video/DVD presentations
- Television programs
- Websites

Appendix B: Glossary

Actional competence: See "communicative competence."

Cohesion and coherence: Cohesion and coherence are two important elements of discourse competence—see below. Cohesion in a discourse sequence is created by many words or phrases that link one part of the text to another. Coherence is more concerned with the large structure of texts: a single theme or topic, the sequencing or ordering of the sentences, and the organizational pattern (e.g., temporal sequencing, cause and effect, condition and result). Texts that are cohesive and coherent are easier to interpret.

Communicative competence: The model of communicative competence adopted in this document is roughly based on the models of Canale and Swain, and Celce-Murcia, Dörnyei, and Thurrell, but it includes insights from a number of other researchers including Byram, Bachman, and Cohen. It includes the following components:

Grammatical competence is defined by Savignon as "mastery of the linguistic code, the ability to recognize the *lexical, morphological, syntactic, and phonological* features of a language and to manipulate these features to form words and sentences" (37). These elements of communicative competence are developed in the Language Competence component under the cluster heading "attend to form." Following Celce-Murcia, Dörnyei, and Thurrell, orthography has been added in the *Framework*.

Discourse competence "is the ability to interpret a series of sentences or utterances in order to form a meaningful whole and to achieve coherent texts that are relevant to a given context" (Savignon 40). It involves understanding and being able to use words and grammatical functions to make connections between elements of a text so that the text forms a meaningful whole.

Some examples of these words and grammatical functions are noun-pronoun references; relative pronouns; conjunctions, such as *but, and, so*; and words and phrases, such as *therefore, afterward, on the other hand, besides, for example*. Discourse competence is developed in the Language Competence component under the cluster heading "apply knowledge of how text is organized, structured and sequenced in German."

Sociolinguistic or sociocultural competence has to do with the appropriateness of language in relation to the context or situation. It includes such elements as sensitivity to differences in register or variations in language, nonverbal communication, and idiomatic expressions. Sociocultural competence is developed in the Language Competence component under the cluster heading "apply knowledge of the sociocultural context."

Functional or **actional competence** covers the purposes of language users, the contexts in which they can operate, and the functions that they can carry out using the language. This competence is defined in the Applications component of the Framework.

Intercultural competence is a combination of knowledge, skills, and attitudes that enables individuals to communicate and interact across cultural boundaries. It includes the skills of finding information about a culture; interpreting this information in order to understand the beliefs, meanings and behaviours of members of that culture; relating one's own culture to the target culture; and interacting with members of that culture. In the process of developing these skills, language learners will acquire knowledge of the other culture, a heightened awareness of their own, as well as knowledge of the processes of interaction between two cultures. A precondition for successful intercultural interaction is an attitude of openness and curiosity, as well as a willingness to look at the world from the point of view of the other culture. Intercultural competence is developed in the Global Citizenship component of the *Framework*.

Strategic competence, in early models of communicative competence, was defined as "ways to avoid potential [difficulties], or repair actual difficulties in communication, coping with communication breakdown, using affective devices" (Citizenship and Immigration Canada 13). The concept was later expanded to include any strategies used to enhance communication and language learning. See the entries for "language learning strategies" and "language use strategies" in this glossary. Strategic competence is developed in the Strategies component of the *Framework*.

Content-based language learning: In content-based language learning, students learn a second language while they are learning content from another subject area. This is the approach taken in French immersion and bilingual programming.

Culture: The members of the culture task force of the *National Core French Study* (LeBlanc) have defined culture as "the general context and way of life. It is the behaviours and beliefs of a community of people whose history, geography, institutions, and commonalities are distinct and distinguish them to a greater or lesser degree from all other groups" (44). An important element of a people's way of life is their means of communicating amongst themselves, that is, their language.

Historical and contemporary elements of the culture may include historical and contemporary events; significant individuals; emblems or markers of national identity (myths, cultural products, significant sites, events in the collective memory); public institutions; geographical space (regions, landmarks, borders, frontiers); social distinctions; conventions of behaviour; and beliefs, taboos, perceptions, and perspectives. Choices about which elements to include should reflect the importance of the element within the culture, and the interests and developmental level of the students.

Discourse: Discourse is connected speech or writing that extends beyond a single sentence or utterance.

Discourse competence: See "communicative competence."

Diverse, diversity: Within most cultures, there are groups of people who have cultural beliefs, values, and practices that are different from the majority or mainstream culture. These differences may be based on religion, national, or ethnic origin, social class, race, or colour.

Functional competence: See "communicative competence."

Grammatical competence: See "communicative competence."

Guided situations: This term is used to describe all the methods teachers and other helpful conversational partners use to help language learners understand and produce language.

Oral language is more easily understood if speech is slow and clearly articulated, with pauses to assimilate meaning, and if it is accompanied by gestures, facial expressions, body language, or visuals that help to express the meaning. Language learners will have less difficulty understanding a familiar speaker—one whose voice, accent, and speech habits are well known to them—speaking about a topic that they know well and are interested in.

Written language is more easily understood if, for example, there are illustrations to support the text, there are titles and subtitles to guide the reader, and the topic is a familiar one.

Both **oral and written production** can be guided by providing students with language models (e.g., sample sentence structures, text forms, and patterns of social interaction), and by providing a language-rich environment (e.g., illustrated thematic vocabulary lists on classroom walls, labels on classroom objects, correction guides, illustrated dictionaries).

As students become more proficient, these supports can gradually be removed until the language they are exposed to closely resembles language in authentic situations.

Idiomatic expression: An idiom or an idiomatic expression is a word or group of words that has a commonly accepted meaning that is different from the literal meaning. Some examples include the following: *he passed away* (he died), *happy as a lark* (very happy), *I'm fed up* (I've had enough, I'm disgusted, I'm bored).

Intercultural competence: See "communicative competence."

Kinaesthetic ability: This is the ability to use the body to express ideas and feelings, and to use the hands to produce or transform things.

Language learning strategies: These are actions taken by learners to enhance their language learning.

Cognitive strategies operate directly on the language and include such things as using different techniques for remembering new words and phrases, deducing grammar rules or applying rules already learned, guessing at the meaning of unknown words, or using different ways to organize new information and link it to previously learned language.

Metacognitive strategies are higher order skills that students use to manage their own learning. They include planning for, monitoring, and evaluating the success of language learning.

Social strategies are actions learners take in order to interact with other learners or with speakers of the target language.

Affective strategies are methods learners use to regulate their emotions, motivation, and attitudes to make them more conducive to learning.

Language use strategies: These are actions taken to enhance communication. In early conceptual models of communicative competence (Canale and Swain), strategic competence was one component. It was defined as the strategies used "to compensate for breakdowns in communication due to performance variables or to insufficient competence" (30). Subsequent models have broadened the definition to include non-compensatory strategies. The term "language use strategies" is being used, rather than "communication strategies" to reflect this broader range. The strategies in the *Framework* are organized according to the three communicative modes: interactive, interpretive, and productive.

Language use strategies can be seen as a subcategory of language learning strategies, since any action taken to enhance communication or to avoid communication breakdown can be seen as increasing the chances that language learning will take place. Language use strategies can, however, be used with no intention of trying to improve learning of the language.

Lexical phrase: A group of words that functions like a single word (e.g., *all of a sudden, lie down, well done*).

Lexicon: Lexicon covers all kinds of words, both content words (e.g., *dog, run, happy*) and function words (e.g., *him, from, but*). It also includes lexical phrases, which are groups of words that function like single words (e.g., *all of a sudden*).

Mechanical conventions: These are the conventions used to make written text easier to read. They include such things as capitalization, punctuation, paragraphs, titles, or headings.

Morphology: Morphology is the part of grammar that deals with changes in words that mark their function in the sentence (e.g., changes in verb endings or adjectives to mark agreement).

Non-verbal communication: A large part of what we communicate is done without the use of words. Meaning can be communicated by gestures, eye contact, facial expressions, body language, physical distance, touching, sounds, noises, and silence.

Orthography: Orthography describes the writing system of the language: the correlation between the sounds and the spelling where the writing system is alphabetic, the rules of spelling, as well as mechanical conventions, such as capitalization and punctuation.

Patterns of social interaction: Social interaction often follows fairly predictable patterns. Very simple patterns are made up of two or three exchanges (e.g., greeting– response). More complex patterns may have some compulsory elements and some optional elements that depend on the situation (e.g., express an apology, accept responsibility, offer an explanation, offer repair, promise nonrecurrence). Lengthy interactions and transactions can be carried out by combining simpler ones to suit the situation.

Phonology: Phonology describes the sound system of the language, including pronunciation of vowels and consonants, intonation, rhythm, and stress.

Proficiency: *Canadian Language Benchmarks* (Citizenship and Immigration Canada) defines proficiency as "communicative competence, demonstrated through the ability to communicate and negotiate meaning and through the ability to interact meaningfully with other speakers, discourse, texts and the environment in a variety of situations" (10).

Register: Register is the level of formality of speech or writing, based on the social context in which the language is used. Casual conversation uses an informal register, while situations like a public lecture or a radio broadcast demand a more formal register. The language used in a personal letter to a good friend or a close family member differs considerably from that in a formal letter in the business world.

Social conventions: These are the customs that accompany speech in social situations. They include actions, such as bowing, shaking hands, or kissing; topics that are taboo in conversation; conventions for turn taking, interrupting, or refusing politely; and appropriate amounts of silence before responding.

Sociocultural competence: See "communicative competence."

Sociolinguistic competence: See "communicative competence."

Spatial ability: This is the ability to perceive the visual-spatial world accurately and to work with these perceptions. It includes sensitivity to colour, line, shape, form, space, and the relationships among them.

Strategic competence: See "language use strategies."

Syntax: Syntax is the part of grammar that deals with language at the sentence level (e.g., word order, types of sentences, the way sentences are constructed).

Task: Task is used in the Framework to mean "a piece of work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (adapted from Nunan *Designing Tasks*).

Task-based language learning: In task-based language learning, classes are structured around meaningful tasks rather than around elements of the language itself, such as grammar structures, vocabulary themes, or language functions.

Text: Any connected piece of language, whether a spoken utterance or a piece of writing, that language users/ learners interpret, produce, or exchange. There cannot, therefore, be an act of communication through language without a text.

Text forms: Different kinds of texts have typical structures. A letter, for example, has a different form or structure than a report or a poem. An oral interview is different from an announcement or an oral presentation. A sample list of text forms can be found in Appendix A.

Variations in language: Within any language, there are variations in the way people speak and write. Language can vary with the age, gender, social class, level of education and occupation of the speaker or writer. It can also vary from region to region within a country. Variations include differences in accent, vocabulary, and sometimes syntax, as well as differences in social conventions.

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