

APPENDICES

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I. Using the Curriculum

When implementing the *Curriculum Framework*, a number of factors need to be considered:

- the amount of **time** available for instruction
- the **entry level** into the program
- the students' **prior knowledge of and experience with** languages and skills

Other factors also need consideration:

- **support** for the German language in the school, among parents, and in the community at large
- the skill and knowledge of the **teacher**
- how classes are **scheduled** on a weekly and yearly basis
- the choice of **topics and tasks**
- the **resources** used for learning activities
- the **language of instruction**
- the **assessment and evaluation** strategies used
- the opportunities for **real-life applications** of language learning

Curriculum Implementation Factors

When using the *Curriculum Framework* the context in which the language will be taught should be taken into consideration. The following are some guidelines for adjusting the information in this document to suit local circumstances:

Time

The *Curriculum Framework* was designed on the basis of the following time allocations:

- Kindergarten to Grade 6 - 50%
- Grade 7 to Senior 1 - 30%
- Senior 2 to Senior 4 - 30%

Entry Level

There is evidence in support of starting second language learning early. Students have a greater exposure to the language over time and develop more native-like pronunciation. The *Curriculum* is designed for a usual entry point at the Kindergarten or Grade 1 level. However, alternative entry points can be considered on a student-by-student basis.

Prior Knowledge

The *Curriculum Framework* assumes that the students will have limited or no previous knowledge of German upon entry into Kindergarten or Grade 1.

Students who already have a second language, particularly one of Germanic origin, can be expected to learn German and additional languages more quickly and more easily than those beginning their study of a second language.

Additional Factors

Implementation of German language programming requires decisions about staffing and administration. The following are some guidelines for making these decisions:

Community Support

Successful German language programming is dependent on the support of all partners in education. It is critical, however, to have the active involvement of

- the administration and staff of the school
- parents of the students enrolled
- members of the community at large, particularly those who speak German

Teachers

A communicative approach to second language teaching, which uses content based on other academic subjects and the interests and experiences of the students, demands a broad range of teacher knowledge and skills both in German and in second language pedagogy. In addition, teachers will benefit from experience and expertise in

- responding to diversity in the classroom and using multi-level groupings
- co-operative learning and student-centered learning
- multimedia and computer-assisted learning

Teachers need to engage in and be supported in their professional development, in order to maintain or improve their fluency in the language and their cultural knowledge and skills, and to keep their teaching skills current.

Scheduling

German language instruction should be scheduled to ensure maximum continuity of exposure to the language. If students have little exposure to the language for extended periods of time, their language retention is affected. Students benefit from using the language on a daily basis.

Choice of Topics and Tasks

In the Appendix, three domains are suggested as organizers to guide the choice learning tasks: the personal, the public, and the educational. Sample areas of experience are listed under each of the three domains and a table shows how topics can be developed at different levels. The topics listed are not mandatory, but are intended to encourage teachers to provide a broad range of language learning experiences at every level. Choices should be guided by the needs, interests, and daily experiences of the students, as well as the content of the subject area under study.

Resources

Resources that are selected should be appropriate for the age, developmental levels, and linguistic levels of the students. A range of print, media, and human resources need to be available to support this *Curriculum Framework*. Informational texts, literature, and a variety of media forms will also need to be acquired.

Language of Instruction

It is expected that classes will take place in German to maximize exposure to the language. There may be some situations where a few minutes of class time will be used to reflect on the learning process in the students' first language, especially in the early stages of learning.

Assessment and Evaluation

Teachers need to use a variety of authentic assessment strategies, such as

- observation checklists
- rubrics
- anecdotal records
- communicative tests
- portfolios
- self-assessment
- peer and group assessment
- performance profiles

Real-Life Applications

Students will be more successful language learners if they have opportunities to use the language for authentic communication in a broad range of contexts. The *Curriculum Framework* supports and encourages the real-life application of language learning through meaningful contact with fluent speakers of German and authentic German texts.

Language programs being implemented in a “foreign language” context, in other words, with no language community immediately available, can make use of authentic materials, electronic communications, and multimedia resources to support language learning. They can also facilitate student participation in exchanges (within Canada or abroad), language camps or weekend immersion experiences, field trips, or longer excursions. Schools or communities can be twinned, pen pals arranged, visitors invited into the school, etc.

II. Sample Areas of Experience

PERSONAL

Family (extended)
roles and responsibilities
special events and family
celebrations

Home
rooms and furnishings

Self
physical attributes (body,
clothing)
emotions

Friends
relationships
shared activities

Daily Activities
routines and chores
meals
family traditions

Leisure Activities
sports
hobbies
music

PUBLIC

Commercial Transactions and
Business
shopping
restaurants
services

Travel
daily travel
vacations

Occupations
trades
professions
careers

Mass Media
television
newspapers and magazines
world wide web

Arts and Entertainment
professional sports
theatre, dance, films
music performances
visual arts and design

Institutions
government, churches, schools
public celebrations
business and industry

Civic Responsibilities
conservation
charitable/volunteer activities

EDUCATIONAL

Humanities
literature
arts

Social Sciences
geography
history
social issues

Natural Sciences and
Mathematics
weather and climate
animals and plants
technology
inventions
money
ecology and the environment
outer space
measurement, shape

Health and Physical Education
physical activity
nutrition
public health issues
safety

Sample Areas of Experience: Example of Distribution by Grades

	K – 3	4 – 6	7 – S1	S2 – S4
Personal	<ul style="list-style-type: none"> My family My home My body Clothing for each season Games and songs Favourite foods My birthday 	<ul style="list-style-type: none"> My family tree Helping at home My room Friends My hobbies and pastimes Emotions Favourite times of the year 	<ul style="list-style-type: none"> Family traditions Fashion Peer pressure Extracurricular activities Cooking at home 	<ul style="list-style-type: none"> Family relationships Special friends Personal identity and style Leisure time
Public	<ul style="list-style-type: none"> Going shopping Going on vacation Jobs people do Being a good neighbour Holidays and festivals Around school 	<ul style="list-style-type: none"> Public transport What’s on TV? My community People who help others Going to the doctor 	<ul style="list-style-type: none"> Going out (restaurants, movies, sports, shows) Emergencies Cartoons and comics Community service Summer holidays 	<ul style="list-style-type: none"> Career options Getting information Consumerism Media Public institutions Travel
Educational	<ul style="list-style-type: none"> Stories and rhymes Today’s weather Domestic/wild animals Counting things Songs and dances Sports and games 	<ul style="list-style-type: none"> Caring for pets Food and nutrition Maps and plans Making things grow Spatial relationships Making music/art 	<ul style="list-style-type: none"> Healthy living Space travel Helping the environment Peoples that make up Canada Short stories and poems The arts around the world How much will it cost? 	<ul style="list-style-type: none"> Literature and the arts Personal finances Technology Peace and human rights Responsible citizenship Lifelong fitness

III. Sample List of Text Forms

Written Texts

- Adventures
- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets, and leaflets
- Cartoons
- Catalogues
- Charts, diagrams, graphs
- Compositions
- Diagrams
- Dictionary and grammar items
- Drawings
- Encyclopaedia entries
- Fables
- Folk tales and legends
- Forms
- Graffiti
- Graphs
- Guest speakers
- Historical fiction
- Humour
- Illustrations
- Information texts
- Instructions and other “how to” texts
- Invitations
- Journals, diaries, and logs
- Labels and packaging
- Letters, business and personal
- Lists, notes, personal messages
- Maps
- Menus
- Mysteries
- Myths
- Newspaper and magazine articles
- News reports
- Non-fiction chapter books
- Photographs
- Picture books
- Pictures
- Plays
- Poetry
- Prints
- Programs
- Questionnaires
- Reader theatre

- Recipes
- Reports and manuals
- Rhymes
- Riddles
- Role-play
- Short stories and novels
- Signs, notices, announcements
- Stories
- Symbols
- Textbook articles
- Tickets, timetables, and schedules
- Travel log
- Word-play

Oral Texts

- Advertisements
- Announcements
- Ceremonies, religious and secular
- Conversations, formal and informal
- Debates
- Fables
- Guest speakers
- Humour
- Interviews
- Lectures
- Messages
- Murals
- Mysteries
- Myths
- Oral stories and histories
- Plays and other performances
- Repetition
- Reports and presentations
- Role-play
- Rhymes
- Rhythms
- Riddles
- Songs and hymns
- Telephone conversations
- Word-play

Multimedia Texts

- Audio tapes
- Charts, diagrams, graphs
- Comic strips
- Computer and board games
- Computer software
- Dance

- Drawings
- Information texts
- Movies and films
- Murals
- News reports
- Photographs
- Pictures
- Puppet plays
- Slide/tape and video presentations
- Symbols
- TV programs
- Websites

IV. Global List of Strategies

Language Learning Strategies

Cognitive

Students will:

- listen attentively
- do 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 their 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 language being learned and their 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 the language being learned or in their own language
- find information using reference materials like dictionaries, textbooks, 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 note unknown words and expressions, noting also their context and function

Metacognitive

Students will:

- check copied writing for accuracy
- make choices about how they 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 process
- decide in advance to attend to specific aspects of input

- listen or read for key words
- evaluate their 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 they consider particularly useful
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable them to cope with texts containing unknown elements
- identify factors that might hinder successful completion of a task and seek solutions
- monitor their own speech and writing to check for persistent errors
- be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly

Social/Affective

Students will:

- 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 co-operatively 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 conferencing and brainstorming as a pre- and post-writing exercise
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- repeat back new words and expressions which occur in conversations in which they participate, and make use of them as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, get feedback on tasks
- provide personal motivation by arranging rewards for themselves when successful

Language Use Strategies

Interactive

Students will:

- use words from their first language to get their meaning across, e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate, e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally, e.g., *Wie bitte?*, *Entschuldigung?*, *Das habe ich nicht verstanden*, raised eyebrows, blank look
- ask for clarification or repetition when they do not understand, e.g., *Was meinst du damit?*, *Kannst du das bitte wiederholen?*
- use the other speakers' words in subsequent conversation
- assess feedback from conversation partner to recognize when the message has not been understood, e.g., raised eyebrows, blank look
- start again using a different tactic when communication breaks down, e.g., *Was ich damit sagen will...*
- use a simple word similar to the concept they want to convey and invite correction, e.g., *Fisch* for *Forelle*
- invite others into the discussion
- ask for confirmation that a form used is correct, e.g., *Kann man das sagen?*
- use a range of fillers and hesitation devices to sustain conversations, e.g., *Also...*, *Was wollte ich sagen...*
- use circumlocution to compensate for lack of vocabulary, e.g., *Das Ding aus dem man trinkt* for *Glas*
- repeat part of what someone has said to confirm mutual understanding, e.g., *Was du also damit sagen willst ist...*, *Du meinst also, dass...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding, e.g., *Verstehst du was ich meine?*
- use suitable phrases to intervene in a discussion, e.g., *Da wir gerade dabei sind...*
- self-correct if errors lead to misunderstandings, e.g., *Was ich eigentlich damit sagen will...*

Interpretive

Students will:

- use gestures, intonation, and visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words

- listen selectively based on purpose
- make predictions about what they expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound-symbol system to aid reading comprehension
- infer probable meaning of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in the text
- use key content words or discourse features to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess their own information needs before listening, viewing, or reading
- use skimming and scanning to locate key information in texts

Productive

Students will:

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes, or media
- use illustrations to provide detail when producing their own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: pre-writing (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 a variety of resources to correct texts, e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing their own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

Students will:

- classify objects, ideas according to their attributes, e.g., red objects and blue objects or animals that eat meat and animals that eat plants
- use models
- connect what they already know with what they are learning
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form (verbal, graphic, or numerical) to assist 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, identify and justify the evidence on which their 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 world wide web, individuals, and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

Students will:

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how their efforts can affect their learning
- reflect upon their thinking processes and how they learn
- 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 their own needs and interests
- manage the physical environment in which they have to work
- keep a learning journal such as a diary or a log
- develop criteria for evaluating their own work
- work with others to monitor their own learning
- take responsibility for planning, monitoring, and evaluating learning experiences

Social/Affective

Students will:

- watch others' actions and imitate them
- seek help from others
- follow their natural curiosity and intrinsic motivation to learn
- participate in co-operative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- encourage themselves to try, even though they might make mistakes
- 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 make themselves feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- monitor their 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

V. Glossary

Authentic Situations

These refer to everyday situations one would encounter in a German-speaking country, e.g., in a bakery, train station, etc.

Authentic Texts

These refer to texts that were designed for and used by native speakers rather than for the purpose of second language instruction.

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 immersion and bilingual programming.

Culture

The members of the culture task force of the National Core French Study (LeBlanc, 1990) have defined culture as “the general context and way of life. It is the behaviors 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” (p. 44).

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, 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 Features

The term “discourse” refers to the organization of language in units greater than the sentence. Although this is a complex topic involving many aspects of language, teachers need be concerned for the most part about only three kinds of discourse features: **rhetorical organization, discourse markers, and theme-rheme structure.**

Rhetorical organization refers to the way stretches of text larger than the sentence are constructed. The classic example is paragraph structure, often recommended to be: topic sentence → supporting details → concluding sentence. Other examples are textbook organization, the structure of friendly letters and business letters, the format of science experiment reports, and the organization of essays (descriptive, expository, etc.) and narratives.

Discourse markers are used to achieve textual cohesion. Terms like nevertheless – *dennoch*, in spite of – *trotzdem*, consequently – *folglich*, therefore – *daher/deshalb*, in contrast to – *im Gegensatz zu*, in comparison to – *im Vergleich zu/mit*, and on the other hand – *andererseits* are infrequent in everyday communication, so students need to be taught their meanings and the proper grammatical usage.

Theme-rheme structure refers to the organization of information within sentences. From the point of view of information organization, most sentences consist of two distinct parts:

- a) the topic, or what is being talked about. Some linguists call this the **theme** of the sentence.
- b) The theme is followed by the comment, or what is said about the theme. This is often called the **rheme** of the sentence.

For example, consider the following discourse. Mary: “Where’s your brother?” Bill: “He’s in the shower.” In Bill’s response, *he* is the theme (what is being talked about), while *is* (’s) *in the shower* is the rheme (what is said about “he”). Notice that in normal discourse the theme typically consists of “given” information, whereas the rheme is usually “new” information. In students’ answers to written questions like: “What is a meteorologist?” The response would be: *A meteorologist* (theme - given information - comes first) *is a person who studies the weather* (rheme - new information - follows theme).

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, colour, gender, etc.

Idiomatic Expression

An idiom or an idiomatic expression is a word or group of words that has a commonly accepted meaning that is not the literal meaning. Some examples are: *happy as a lark* (very happy), *I’m fed up* (I’ve had enough, I’m disgusted, bored).

Independent Situations

This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

Intercultural Skills

Intercultural competence is a combination of knowledge, skills, and attitudes which enable individuals to communicate and interact across cultural boundaries. Skills include finding information about a culture, interpreting it 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 pre-condition 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 *Curriculum Framework*.

Language Learning Strategies

These are actions taken by learners to enhance their 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 to interact with other learners or with speakers of the target language.

Affective strategies are what learners do to manage their emotions, motivation, and attitudes, thereby optimizing their ability to learn.

Language Use Strategies

These are actions taken by learners to enhance communication and avoid communication breakdown. Language use strategies can be used with no intention of improving one's facility with the language.

Mechanical Features

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

Modeled 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.

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, and touching, as well as sounds, noises, and silence.

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 the language used in a formal letter in the business world.

Representing

Representing enables students to communicate information and ideas through a variety of media, such as video presentations, posters, diagrams, charts, symbols, visual art, drama, mime, and models.

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 and interrupting or refusing politely; appropriate periods of silence before responding.

Sound-Symbol System

The sound-symbol 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. The sound system includes the pronunciation of vowels and consonants, intonation, rhythm, and stress.

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.

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. See the Sample List of Text Forms in this Appendix.

Viewing

To derive meaning from visual media and other forms of non-verbal communication, e.g., action, dances.

Vocabulary

Vocabulary covers all kinds of words and idioms. It also includes groups of words that function like a single word (e.g., *all of a sudden*). There is a difference in the range of a learner's active and passive vocabulary at any given time. "Active" vocabulary entails independent production of learned words; "passive" vocabulary comprises the words which students can recognize and understand without being able to produce them. The passive vocabulary will also be significantly larger than the active.