Appendix A: Specific Outcomes Chart

GRADE 4

1.1 *Discover and Explore*		GRADE 4
express ideas	• describe and reflect upon personal observations and experiences	**NOTES:**
consider others' ideas	• explore connections among a variety of insights, ideas, and responses	
experiment with language	• explore and experiment with a variety of forms of expression for particular personal purposes	
express preferences	• collect and explain preferences for particular forms of oral, literary, and media texts	
set goals	• identify areas of personal accomplishment in language learning and use	

1.2 *Clarify and Extend*		GRADE 4
develop understanding	• connect new information and experiences with prior knowledge to construct meaning in different contexts	**NOTES:**
explain options	• express new concepts and understanding in their own words	
combine ideas	• organize ideas and information in ways that clarify and shape understanding	

1.2	*Clarify and Extend* (continued)	GRADE 4
extend understanding	• ask basic questions to clarify information and develop new understanding	**NOTES:**

2.1	*Use Strategies and Cues*	GRADE 4
prior knowledge	• make and record connections among personal experiences, prior knowledge, and a variety of texts	**NOTES:**
comprehension strategies	• confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading	
textual cues	use textual cues to construct and confirm meaning	
cueing systems	• use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context	

2.2	*Respond to Texts*	GRADE 4
experience various texts	• experience texts from a variety of genres and cultural traditions	**NOTES:**
connect self, texts, and culture	• identify similarities and differences among personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts	**NOTES:**
appreciate the artistry of texts	• identify mood evoked by oral, literary, and media texts	

2.3	*Understand Forms and Techniques*		GRADE 4
forms and genres	• distinguish similarities and differences among various oral, literary, and media forms and texts	**NOTES:**	
techniques and elements	• explain connections between events and roles of main characters in oral, literary, and media texts; identify how these connections may influence people's behaviours		
vocabulary	• build knowledge of words and word relationships, using a variety of sources		
experiment with language	• recognize how words and word combinations, such as word play, repetition, and rhyme, influence or convey meaning; recognize that exaggeration can be used to convey humour		
create original texts	• create original texts to communicate and demonstrate understanding of forms and techniques		
3.1	*Plan and Focus*		GRADE 4
use personal knowledge	• categorize personal knowledge of a topic to determine information needs	**NOTES:**	
ask questions	• ask general and specific questions on topics, using predetermined categories		
participate in group inquiry	• identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research		
create and follow a plan	• select and use a plan for gathering information		

3.2 *Select and Process*		GRADE 4
identify personal and peer knowledge	• record, select, and share personal knowledge of a topic to focus inquiry or research	**NOTES:**
identify sources	• answer inquiry or research questions, using a variety of information sources	
evaluate sources	• review information to determine its usefulness to inquiry or research needs	
access information	• use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas	
make sense of information	• determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues	**NOTES:**

3.3	*Organize, Record, and Assess*		**GRADE 4**
organize information	• organize information and ideas in logical sequences, using a variety of strategies	**NOTES:**	
record information	• record facts and ideas, using a variety of strategies; list authors and titles of sources		
evaluate information	• examine collected information to identify which categories or aspects of a topic need more information		
develop new understanding	• use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content		

4.1	*Generate and Focus*		**GRADE 4**
generate ideas	• generate and contribute ideas on particular topics for oral, written, and visual texts, using a variety of strategies	**NOTES:**	
choose forms	• use a variety of forms for particular audiences and purposes		
organize ideas	• develop and arrange ideas in their own oral, written, and visual texts, using organizers		

4.2	*Enhance and Improve*		**GRADE 4**
appraise own and others' work	• share their own stories and creations in various ways, and obtain feedback from others	**NOTES:**	
revise content	• revise to focus on main ideas and relevant information		
enhance legibility	• write legibly, using a handwriting style that is consistent in alignment, shape, and spacing; experiment with the use of templates and familiar software when composing and revising		
enhance artistry	• select from a range of word choices, and use simple sentence patterns to communicate ideas and information		
enhance presentation	• prepare neat and organized compositions, reports, and charts that engage the audience		

4.3	*Attend to Conventions*		**GRADE 4**
grammar and usage	• edit for complete sentences and to eliminate unnecessary repetition of words	**NOTES:**	
spelling	• know spelling conventions, using a variety of strategies, resources, and spelling patterns when editing and proofreading		
capitalization and punctuation	• know and use writing conventions when editing and proofreading		

4.4	*Present and Share*		**GRADE 4**
share ideas and information	• present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and non-print aids to enhance the presentation	**NOTES:**	
effective oral and visual communication	• describe and explain information and ideas to a particular audience, and select and use appropriate volume, intonation, and non-verbal cues		
attentive listening and viewing	• demonstrate appropriate audience behaviours		

5.1	*Develop and Celebrate Community*		**GRADE 4**
share and compare responses	• understand relationships between their own ideas and experiences and those of others	**NOTES:**	
relate texts to culture	• discuss ideas within stories from oral, literary, and media texts from various communities		
appreciate diversity	• connect portrayals of individuals or situations in oral, literary, and media texts to personal experiences		
celebrate special occasions	• use language appropriate in tone and form when participating in classroom and school activities		

5.2	*Encourage, Support, and Work with Others*		**GRADE 4**
co-operate with others	• appreciate that everyone in a group has to work together to achieve group tasks and act accordingly	**NOTES:**	
work in groups	• take roles and share responsibilities as a group member		
use language to show respect	• appreciate variations in language use in a variety of contexts in the immediate community		
evaluate group process	• show appreciation and offer constructive feedback to peers, and seek support from group members		

6.1 *Linguistic Elements*		GRADE 4
sound–symbol system	• consistently use, in structured situations, all elements of the sound-symbol system	**NOTES:**
vocabulary	• experiment with and use vocabulary and expressions in a variety of classroom, school, and community contexts	
grammatical features	• use, in **modelled** situations,[1] the following grammatical elements: • **tense**: present perfect (*Perfekt: bin gegangen, habe gesehen*) and past tense (*Präteritum: ging, sah*) • **preposition**s with accusative only and dative only • **sentence structure** (subject and direct object)	**NOTES:**

1. 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 will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

grammatical elements	• use, in **structured** situations,[2] the following grammatical elements: • **tense:** persent perfect (*Perfekt: bin gegangen, habe gesehen*) and past tense (*Präteritum: ging, sah*) • **prepositions** with accusative only and dative only • **sentence structure** (subject and direct object) • **imperative** (singular – *geh,* plural – *geht)* • **personal pronouns** in the accusative and dative • familiar **separable verbs** • **possessive pronouns** (*unser, euer, ihre)*	**NOTES:**

2. 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 the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

grammatical elements	- use, in **structured situations**, the following grammatical elements: **verb position** in subordinate clause (*dass, weil)* **possessive pronouns** (*mein, dein, sein, ihr)* **verbs** (complete conjugation including modals in present tense) **comparison of adjectives** **inversion for questions** *(Hast du…?)* and adverbs of time and place (*Heute ist es…)* - use, in **independent** situations, the following grammatical elements: - correct definite and indefinite **articles** in the nominative and accusative **prepositions** to define spatial relationships **plural of nouns**	**NOTES:**

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

mechanical features	use basic German mechanical features and explore their use for effect	
discourse features	use basic German discourse features in oral, written, and visual texts and explore their use for effect	

6.2 *Language Competence*		GRADE 4
listening	• listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations	**NOTES:**
speaking	• produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation	

6.2 *Language Competence* (continued)		GRADE 4
reading	• read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations	**NOTES:**
writing	• produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations	
viewing	• view and understand a variety of simple events and/or representations	
representing	• create multiple representations of the same familiar ideas, events, and/or information	

6.3 *Sociocultural/Sociolinguistic Elements*		GRADE 4
register	• experiment with formal and informal uses of language in familiar contexts	**NOTES:**
idiomatic expressions	• use learned idiomatic expressions in new contexts	
variations in language	• experience a variety of accents and variations in speech	
social conventions	• recognize verbal behaviours that are considered impolite	
non-verbal communication	• recognize appropriate non-verbal behaviours for people frequently encountered (e.g., interpersonal space and physical contact)	

6.4 *Language Learning Strategies*		GRADE 4
cognitive	• identify and use a variety of cognitive strategies to enhance language learning (e.g., use mental images to remember new information and repeat words or phrases in the course of performing a language task)	**NOTES:**
metacognitive	• 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)	
social/affective	• identify and use a variety of social and affective strategies to enhance language learning (e.g., work co-operatively with peers in small groups)	

6.5	*Language Use Strategies*	**GRADE 4**
interactive	• identify and use a variety of interactive strategies (e.g., use the other speaker's words in subsequent conversation)	**NOTES:**
interpretive	• identify and use a variety of interpretive strategies (e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience)	
productive	• identify and use a variety of productive strategies (e.g., use various techniques to explore ideas at the planning stage)	

6.6	*General Learning Strategies*	**GRADE 4**
cognitive	• identify and use a variety of cognitive strategies to enhance general learning (e.g., focus on and complete learning tasks)	**NOTES:**
metacognitive	• identify and use a variety of metacognitive strategies to enhance general learning (e.g., divide an overall learning task into a number of sub-tasks)	
social/ affective	• identify and use a variety of social and affective strategies to enhance general learning (e.g., choose learning activities that enhance understanding and enjoyment)	

7.1	*Self-Identity*		GRADE 4
valuing German language and the cultures of German-speaking peoples	• recognize and appreciate various elements of the cultures of German-speaking peoples	**NOTES:**	
valuing bilingualism/ multiculturalism	• participate in activities that promote and celebrate the bilingual/multicultural education experience		

7.2	*German Culture*		GRADE 4
historical elements	• explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [*Ostern*], music, dance, art, literature, food, etc.)	**NOTES:**	
contemporary elements	• explore elements in the immediate environment that reflect the contemporary features of German culture (see example above)		
diversity	• explore diversity of German culture in the immediate environment		
change	• explore and reflect on change within their own immediate environment		

7.3 *Building Community*		GRADE 4
valuing diversity	• explore diversity in the broader community and reflect on its personal significance	**NOTES:**
valuing similarity	• explore similarities in the broader community and reflect on their personal significance	
contributing to community	• demonstrate desire to assist others and contribute to classroom and school activities	

7.4 *Global Citizenship*		GRADE 4
responsible citizenship	• respect the feelings, rights, and property of others, and accept responsibility for their own actions	**NOTES:**
interdependence	• recognize that people must depend on others to meet their needs; recognize the effects of their actions on others	
intercultural skills	• engage in activities that reflect other perspectives or ways of doing things	
future opportunities	• identify personal strengths and areas for development; establish personal goals and action plans	

GRADE 5

1.1	*Discover and Explore*		GRADE 5
express ideas	• use personal experiences as a basis for exploring and expressing opinions and understanding	**NOTES:**	
consider others' ideas	• seek others' viewpoints to build on personal responses and understanding		
experiment with language	• explore and experiment with a variety of forms of expression for particular personal purposes		
express preferences	• review a collection of favourite oral, literary, and media texts; share responses to preferred forms		
set goals	• identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use		
1.2	*Clarify and Extend*		GRADE 5
develop understanding	• reflect on prior knowledge and experiences to arrive at new understanding	**NOTES:**	
explain opinions	• explain personal viewpoints		
combine ideas	• experiment with arranging ideas and information in a variety of ways to clarify understanding		
extend understanding	• ask questions to clarify information and develop new understanding		

2.1	*Use Strategies and Cues*		**GRADE 5**
prior knowledge	• make and record connections among personal experiences, prior knowledge, and a variety of texts	**NOTES:**	
comprehension strategies	• use a variety of comprehension strategies to confirm understanding and self-correct		
textual cues	• use textual cues to construct and confirm meaning		
cueing systems	• use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context		

2.2	*Respond to Texts*		**GRADE 5**
experience various texts	• experience texts from a variety of genres and cultural traditions; share responses	**NOTES:**	
connect self, texts, and culture	• identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts		
appreciate the artistry of texts	• identify descriptive and figurative language in oral, print, and media texts		

2.3	*Understand Forms and Techniques*		GRADE 5
forms and genres	• understand and use a variety of oral, literary, and media forms and texts	**NOTES:**	
techniques and elements	• identify key elements, including plot, setting, and characterization, and techniques such as colour, music, and speed, in oral, literary, and media texts		
vocabulary	• expand knowledge of words and word relationships, using a variety of sources		
experiment with language	• recognize how words and word combinations such as word play, repetition, and rhyme influence or convey meaning; identify ways in which exaggeration is used to convey humour		
create original texts	• create original texts to communicate and demonstrate understanding of forms and techniques		
3.1	*Plan and Focus*		GRADE 5
use personal knowledge and experience	• summarize personal knowledge of a topic in categories to determine information needs	**NOTES:**	
ask questions	• formulate general and specific questions to identify information needs		
participate in group inquiry	• share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research		

3.1 *Plan and Focus* (continued)		**GRADE 5**
create and follow a plan	• gather and record information and ideas using a plan	**NOTES:**

3.2 *Select and Process*		**GRADE 5**
identify personal and peer knowledge	• record, select, and share personal knowledge of a topic to focus inquiry or research	**NOTES:**
identify sources	• answer inquiry or research questions, using a variety of information sources	
evaluate sources	• review information to determine its usefulness to inquiry or research needs	
access information	• use a variety of tools to access information and ideas; use visual and auditory cues to identify important information	
make sense of information	• recognize organizational patterns of oral, visual, and written text; skim, scan, and listen for key words and phrases	

3.3 *Organize, Record, and Assess*		**GRADE 5**
organize information	• organize information and ideas into categories, using a variety of strategies	**NOTES:**
record information	• record key words, phrases, and images by subtopics; cite authors and titles of sources appropriately	

3.3 *Organize, Record, and Assess* (continued)		GRADE 5
evaluate information	• recognize gaps in the information gathered and locate additional information needed	**NOTES:**
develop new understanding	• determine information needs during the inquiry or research process; discuss and assess inquiry or research experiences	

4.1 *Generate and Focus*		GRADE 5
generate ideas	• focus a topic for oral, written, and visual texts, using a variety of strategies	**NOTES:**
choose forms	• use a variety of forms for particular audiences and purposes	
organize ideas	• develop and arrange ideas in own oral, written, and visual texts, using a variety of organizers	

4.2 *Enhance and Improve*		GRADE 5
appraise own and others' work	• share their own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria	**NOTES:**
revise content	• revise text to create an interesting impression and check for sequence of ideas	
enhance legibility	• write legibly, and use word processing software when composing and revising	
enhance artistry	• choose descriptive language and sentence patterns to clarify and enhance ideas	

4.2 *Enhance and Improve* (continued)		GRADE 5
enhance presentation	• prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts, and diagrams, that engage the audience	**NOTES:**

4.3 *Attend to Conventions*		GRADE 5
grammar and usage	• identify and eliminate sentence fragments and run-on sentences	**NOTES:**
spelling	• understand and know spelling conventions, using a variety of spelling patterns when editing and proofreading; predict the spelling of unfamiliar words, using a variety of resources to confirm correctness	
capitalization and punctuation	• know and use writing conventions, and apply these conventions when editing and proofreading	

4.4 *Present and Share*		GRADE 5
share ideas and information	• prepare and share information on a topic, using print and non-print aids to engage and inform a familiar audience	**NOTES:**
effective oral and visual communication	• use gestures and facial expressions to enhance oral presentations; use emphasis and appropriate pacing; arrange presentation space to focus audience attention	

4.4 *Present and Share* (continued)		GRADE 5
attentive listening and viewing	• show respect for the presenter through active listening and viewing behaviours	**NOTES:**

5.1 *Develop and Celebrate Community*		GRADE 5
share and compare responses	• acknowledge differing responses to common experiences	**NOTES:**
relate texts to culture	• discuss ideas, events, and figures within stories from oral, literary, and media texts from various communities	
appreciate diversity	• connect the experiences of individuals in oral, literary, and media texts to personal experiences	
celebrate special occasions	• select and use language appropriate in tone and form to recognize and honour people and events	

5.2 *Encourage, Support, and Work with Others*		GRADE 5
co-operate with others	• distinguish between on-task and off-task ideas and behaviours in a group, and stay on task	**NOTES:**
work in groups	• assume the responsibilities for various group roles	
use language to show respect	• demonstrate sensitivity to appropriate language use when communicating orally	

5.2 *Encourage, Support, and Work with Others* (continued)		GRADE 5
evaluate group process	• assess group process, using checklists, and determine areas for development	**NOTES:**

6.1 *Linguistic Elements*		GRADE 5
sound–symbol system	• use, independently, in oral and written situations, all elements of the sound-symbol system	**NOTES:**
vocabulary	• use vocabulary and expressions appropriately in classroom, school, and community contexts	
grammatical features	• use, in **modelled** situations,[1] the following grammatical elements: ○ **future tense** ○ **prepositions** with both dative and accusative ○ **sentence structure** (subject, direct object, and indirect object) ○ **formal address** (*Gehen Sie…)*	**NOTES:**

1. 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 will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

grammatical features	• use, in **structured** situations,[2] the following grammatical elements:
	  o **verb position** in subordinate clause (*dass, weil, als*)
	  o **tense: present perfect** (*Perfekt: bin gegangen, habe gesehen)* and past tense (*Präteritum: ging, sah)* including modals
	  o **inversion** for questions (*Hast du...?)* and adverbs of time and place (*Heute ist es…)*
	  o **prepositions** with accusative only and dative only
	  o **sentence structure** (subject and direct object)
	  o **comparison** of adjectives
	  o **imperative** *(*singular-*geh,* plural – *geht)*
	  o **personal pronouns** (accusative and dative)
	  o **familiar separable verbs**
	  o **possessive pronouns** (all)
		NOTES:

2. 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 the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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

mechanical features	• use basic German mechanical features and apply these features for effect	**NOTES:**
discourse features	• use basic German discourse features in oral, written, and visual texts, and apply these features for effect	

6.2	*Language Competence*	GRADE 5
listening	• listen to and understand the main points of an extended oral or media presentation on a familiar topic in structured and unstructured situations	**NOTES:**
speaking	• deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured situation	
reading	• read and understand an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations	
writing	• produce, spontaneously or with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations	
viewing	• view and understand a series of simple events and/or representations	
representing	• create multiple representations of the same ideas, events, and/or information	

6.3	*Sociocultural/Sociolinguistic Elements*	GRADE 5
register	• use formal and informal language in familiar situations	**NOTES:**
idiomatic expressions	• use learned idiomatic expressions to enhance communication	

6.3	*Sociocultural/Sociolinguistic Competence* *(continued)*	GRADE 5
variations in language	• experience a variety of regional variations in language	**NOTES:**
social conventions	• recognize simple social conventions in informal conversation (e.g., for turn-taking)	
non-verbal communication	• use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., eye contact)	

6.4	*Language Learning Strategies*	GRADE 5
cognitive	• identify and use a variety of cognitive strategies to enhance language learning (e.g., group together sets of things [vocabulary, structures] with similar characteristics, identify similarities and differences between aspects of the language being learned and their own language)	**NOTES:**
metacognitive	• identify and use a variety of metacognitive strategies to enhance language learning (e.g., reflect on the listening, reading, and writing process; check copied writing for accuracy)	
social/affective	• identify and use a variety of social and affective strategies to enhance language learning (e.g., understand that making mistakes is a natural part of language learning; experiment with various forms of expression; note their acceptance or non-acceptance by more experienced speakers)	

6.5 *Language Use Strategies*		GRADE 5
interactive	• identify and use a variety of interactive strategies (e.g., assess feedback from conversation partner to recognize when the message has not been understood)	**NOTES:**
interpretive	• identify and use a variety of interpretive strategies (e.g., use knowledge of the sound-symbol system to aid reading comprehension)	
productive	• identify and use a variety of productive strategies (e.g., use knowledge of sentence patterns to form new sentences)	

6.6 *General Learning Strategies*		GRADE 5
cognitive	• identify and use a variety of cognitive strategies to enhance general learning (e.g., write down key words and concepts in abbreviated form [verbal, graphic, or numerical] to assist performance of a learning task)	**NOTES:**
metacognitive	• identify and use a variety of metacognitive strategies to enhance general learning (e.g., make a plan in advance about how to approach a task)	
social/affective	• 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)	

7.1	*Self-Identity*	GRADE 5
valuing German language and the cultures of German-speaking peoples	• identify the lifelong personal benefits of German language and cultures	
valuing bilingualism/ multiculturalism	• recognize the uniqueness of a bilingual/multicultural education	

7.2	*German Culture*	GRADE 5
historical elements	• explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [*St. Nikolaus],* music, dance, art, literature, food, etc.)	**NOTES:**
contemporary elements	• explore elements in the immediate environment that reflect the contemporary features of German culture (see example above)	
diversity	• explore diversity of German culture at the school level	
change	• explore and reflect on change in German culture within the family and community	

7.3	*Building Community*	GRADE 5
valuing diversity	• explore, compare, and reflect on the personal significance of diversity in Canada	
valuing similarity	• explore, compare, and reflect on common human needs and experiences of Canadians	
contributing to community	• develop skills that promote co-operation and mutual respect within the classroom and the school	

7.4	*Global Citizenship*	GRADE 5
responsible citizenship	• recognize the positive and negative aspects of the consequences of their actions; demonstrate honesty and reliability in a variety of situations	**NOTES:**
interdependence	• examine the role of the individual in group activities; reflect on effectiveness of own contributions	
intercultural skills	• accept differences in others' characteristics and abilities	
future opportunities	• identify personal strengths and areas for further development; establish personal goals and action plans	

GRADE 6

1.1 *Discover and Explore*		GRADE 6
express ideas	• use exploratory language to discover own interpretations and share personal responses	**NOTES:**
consider others' ideas	• select from others' ideas and observations to develop own thinking and understanding	
experiment with language	• explore and experiment with a variety of forms of expression for particular personal purposes	
express preferences	• assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms	
set goals	• assess personal language use, and set personal goals to enhance language learning and use	
1.2 *Clarify and Extend*		**GRADE 6**
develop understanding	• use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**NOTES:**
explain options	• explain and support personal viewpoints; revise previous understanding	
combine ideas	• search for ways to reorganize ideas and information to extend understanding	
extend understanding	• ask a variety of questions to clarify information and develop new understanding	

	2.1 *Strategies and Cues*		**GRADE 6**
prior knowledge	• make and record connections among personal experiences, prior knowledge, and a variety of texts	**NOTES:**	
comprehension strategies	• use comprehension strategies appropriate to the type of text and purpose		
textual cues	• use textual cues to construct and confirm		
cueing systems	• use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context		

	2.2 *Respond to Texts*		**GRADE 6**
experience various texts	• seek opportunities to experience texts from a variety of genres and cultural traditions; explain preferences for particular types of oral, literary, and media texts	**NOTES:**	
connect self, texts, and culture	• compare the challenges and situations encountered in their own daily life with those experienced by people in other times, places, and cultures as portrayed in oral, literary, and media texts		
appreciate the artistry of texts	• identify descriptive and figurative language in oral, literary, and media texts; discuss how it enhances understanding of people, places, and actions		

2.3	*Understand Forms and Techniques*		GRADE 6
forms and genres	• recognize key characteristics of various oral, literary, and media genres, such as myths, short novels, poetry, drawings, and prints	**NOTES:**	
techniques and elements	• examine key elements and techniques in oral, literary, and media texts		
vocabulary	• identify how and why word structures and meanings change		
experiment with language	• experiment with words and sentence patterns for a variety of purposes		
create original texts	• create original texts to communicate and demonstrate understanding of forms and techniques		
3.1	*Plan and Focus*		GRADE 6
use personal knowledge	• summarize and focus personal knowledge of a topic to determine information needs	**NOTES:**	
ask questions	• formulate relevant questions to focus information needs		
participate in group inquiry	• contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research		

3.1 *Plan and Focus* (continued)		GRADE 6
create and follow a plan	• create and follow a plan to collect and record information	**NOTES:**

3.2 *Select and Process*		GRADE 6
identify personal and peer knowledge	• record personal knowledge of a topic, and collaborate to generate information for inquiry or research	**NOTES:**
identify sources	• answer inquiry or research questions, using a variety of information sources	
evaluate sources	• review information to determine its usefulness to inquiry or research needs	
access information	• use a variety of tools to access information and ideas; use visual and auditory cues to gather important information	
make sense of information	• use organizational patterns of oral, visual, and print written texts to construct meaning; skim, scan, and read closely to gather information	

3.3 *Organize, Record, and Assess*		GRADE 6
organize information	• organize information and ideas, using a variety of strategies and techniques	**NOTES:**

3.3	*Organize, Record, and Assess* (continued)		**GRADE 6**
record information	• record information in their own words; cite authors and titles appropriately and provide publication dates of sources	**NOTES:**	
evaluate information	• recognize gaps in the gathered information and locate any additional information needed for a particular form, audience, and purpose		
develop new understanding	• assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research		

4.1	*Generate and Focus*		**GRADE 6**
generate ideas	• focus a topic for oral, print, and visual texts, using a variety of strategies	**NOTES:**	
choose forms	• use a variety of text forms for particular audiences and purposes		
organize ideas	• use listening, reading, and viewing experiences as models for organizing ideas in their own oral, written, and visual texts		

4.2	*Enhance and Improve*		**GRADE 6**
appraise own and others' work	• share their own stories and creations in various ways with peers, and give support and offer feedback to peers, using pre-established criteria	**NOTES:**	
revise content	• revise text for content, organization, and clarity		

4.2 *Enhance and Improve* (continued)			GRADE 6
enhance legibility	• write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate	**NOTES:**	
enhance artistry	• choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas		
enhance presentation	• prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers		

4.3 *Attend to Conventions*			GRADE 6
grammar and usage	• edit to eliminate sentence fragments and run-on sentences	**NOTES:**	
spelling	• know and apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions		
capitalization and punctuation	• know and apply writing conventions in sentences, titles, headings, salutations, and addresses when editing and proofreading		

4.4	*Present and Share*		GRADE 6
share ideas and information	• prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience	**NOTES:**	
effective oral and visual communication	• use appropriate volume, phrasing, intonation, presentation space, and non-verbal cues, such as body language and facial expression to enhance communication		
attentive listening and viewing	• demonstrate critical listening and viewing behaviours, and show respect for the presenter		

5.1	*Develop and Celebrate Community*		GRADE 6
share and compare responses	• compare personal ways of responding and thinking with those of others	**NOTES:**	
relate texts to culture	• explore cultural representations in oral, print, and media texts from various communities		
appreciate diversity	• connect the insights, thoughts, feelings, and experiences of individuals in oral, literary, and media texts to personal experiences		
celebrate special occasions	• select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school		

5.2	*Encourage, Support, and Work with Others*	**GRADE 6**
co-operate with others	• assist group members to maintain focus and complete tasks	**NOTES:**
work in groups	• select and assume roles to assist in the achievement of group goals	
use language to show respect	• demonstrate sensitivity to appropriate language use and tone when communicating orally	
evaluate group process	• assess their own contributions to group process, set personal goals for enhancing work with others, and monitor group process, using checklists	

6.1	*Linguistic Elements*	**GRADE 6**
sound–symbol system	• consistently and independently use all elements of the sound-symbol system	**NOTES:**
vocabulary	• recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea	

6.1 *Linguistic Elements* (continued)		GRADE 6
grammatical features	• use, in **modelled** situations,[1] the following grammatical elements: -**adjectival** endings -all **possessive pronouns** in accusative and dative -**relative clauses** in nominative (*Die Katze, die…*)	**NOTES:**

1. 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 will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

6.1 *Linguistic Elements* (continued)		GRADE 6
grammatical features	• use, in structured situations,[2] the following grammatical elements: -**prepositions** with dative and accusative -personal **pronouns** (accusative and dative) -familiar separable **verbs** -**future** tense -**verb conjugation** including modals in present, perfect, and past tenses -**formal address** -**sentence structure** (subject, object, and indirect object)	**NOTES:**

2. 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 the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

grammatical elements	• use, in **independent** situations,[3] the following grammatical elements: -**prepositions** with accusative only and dative only -**comparison of adjectives** -**verb position** in subordinate clause (*dass, weil, als*) -**imperative** (singular – *geh,* plural – *geht)*	**NOTES:**

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

mechanical features	• use basic German mechanical features effectively	**NOTES:**
discourse features	• use basic discourse features in oral, written, and visual texts, and apply these features independently for effect	

6.2	*Language Competence*	GRADE 6
listening	• listen to and understand the main points of an extended oral or media presentation on a variety of familiar topics in structured and unstructured situations	**NOTES:**
speaking	• deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured or unstructured situation	
reading	• read and understand an extended series of interrelated ideas dealing with familiar and unfamiliar topics in structured and unstructured situations	
writing	• produce, spontaneously and/or with preparation, a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations	
viewing	• view and understand events and/or representations within and beyond the school context	
representing	• use a variety of forms to create representations of ideas, events, and/or information	

6.3	*Sociocultural/Sociolinguistic Elements*	GRADE 6
register	• identify socially appropriate language in specific situations	**NOTES:**
idiomatic expressions	• correctly use learned idiomatic expressions in new contexts	

6.3	*Sociocultural/Sociolinguistic Competence* (continued)	GRADE 6
variations in language	• recognize some common regional variations in language	**NOTES:**
social conventions	• recognize important social conventions in everyday interactions (e.g., shaking hands)	
non-verbal communication	• use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., interpersonal space and physical contact)	

6.4	*Language Learning Strategies*	GRADE 6
cognitive	• identify and use a variety of cognitive strategies to enhance language learning (e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task)	**NOTES:**
metacognitive	• identify and use a variety of metacognitive strategies to enhance language learning (e.g., decide in advance to attend to specific aspects of input, listen or read for key words)	
social/affective	• identify and use a variety of social and affective strategies to enhance language learning (e.g., participate actively in conferencing and brainstorming as a pre- and post-writing exercise)	

6.5 *Language Use Strategies*		GRADE 6
interactive	• identify and use a variety of interactive strategies (e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction)	**NOTES:**
interpretive	• identify and use a variety of interpretive strategies (e.g., infer probable meaning of unknown words or expressions from contextual clues)	
productive	• identify and use a variety of productive strategies (e.g., be aware of and use the steps of the writing process)	
6.6 *General Learning Strategies*		GRADE 6
cognitive	• identify and use a variety of cognitive strategies to enhance general learning (e.g., use mental images to remember new information)	**NOTES:**
metacognitive	• identify and use a variety of metacognitive strategies to enhance general learning (e.g., identify their own needs and interests)	
social/affective	• identify and use a variety of social and affective strategies to enhance general learning (e.g., take part in group decision-making processes)	

7.1	*Self-Identity*		**GRADE 6**
valuing German language and the cultures of German-speaking peoples	• value the lifelong personal benefits of German language and cultures		
valuing bilingualism/ multiculturalism	• identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context		

7.2	*German Culture*		**GRADE 6**
historical elements	• explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [*Oktoberfest, Volksfest*], music, dance, art, literature, food, etc.)	**NOTES:**	
contemporary elements	• explore elements in the immediate environment that reflect the contemporary features of German culture (see example above)		
diversity	• explore diversity of German culture at the community level		
change	• explore and reflect on change in German culture at the international level		

7.3	Building Community	GRADE 6
valuing diversity	• explore the impact of diversity in other regions of the world, and compare it with the impact of diversity in Canada	
valuing similarity	• examine the common needs and experiences of people around the world	
contributing to community	• provide positive contributions and leadership within the school and/or community	

7.4	Global Citizenship	GRADE 6
responsible citizenship	• explore the meaning of personal and social conscience; demonstrate problem-solving and decision-making skills	**NOTES:**
interdependence	• participate in and contribute to group activities effectively; recognize that co-operation is important	
intercultural skills	• recognize and respect individual differences; recognize the worth of every individual	
future opportunities	• identify personal interests and explore future opportunities for learning and employment	