General Outcome *1*

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**1.1** Discover and Explore

**Specific Outcome**

**Express Ideas**

*Students will be able to:*

**1.1.1** use personal experiences as a basis for exploring and expressing opinions and understanding

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students brainstorm ideas about a particular weather phenomenon, drawing on personal experience, study of the weather, and previous experiences with texts. They read a poem relating to this phenomenon, and relate the ideas in the poem to their brainstorming.

- Students stand outside on a windy day and, through their senses, focus on experiencing the effects of the wind. They select some observations and write about or represent them.

- In small groups, students role-play restaurant scenarios, applying their personal experiences and knowledge of restaurant etiquette (e.g., acceptable behaviour, table manners, noise level, attire, and tone of voice). Using a Fish Bowl strategy, the class discusses the role-play.

- When participating in a class discussion, students talk about the times when they made new friends and the importance of having and keeping friends.

- Select quotations from a short story, novel, or video, and have students list character traits that the characters' words portray.

- Students, working with a partner, complete a Prediction Chart on what the characters and plot may be like by only looking at pictures. Once their chart is completed, they read the story.

|  | *Hauptfigur* | *Handlung* |
|---|---|---|
| *Was ich erwarte* |  |  |
| *Was passiert ist* |  |  |

**Extend Understanding**

*Students will be able to:*

**1.1.1** ask basic questions to clarify information and develop new understanding
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– use personal experiences as a basis for exploration of ideas and texts?
– use personal experiences as a basis for making predictions about individuals and situations in texts and in his/her own life?
– express opinions based on personal experiences?
– articulate understandings based on personal experiences?
– demonstrate active listening skills and strategies?
– demonstrate willingness to integrate others' ideas with personal opinions?

☐ **Checklists for Group Process**

When students are engaged in activities in which they exchange or share information or experiences, base observations on student discussion behaviour on criteria that are familiar to the students, such as:
– *beteiligt sich aktiv*
– *gibt Beispiele aus persönlicher Erfahrung*
– *stellt Fragen, um die Erfahrungen anderer zu hören*
– *lässt andere an die Reihe kommen*
– *spricht fehlerfrei*
– *spricht ohne viel zu zögern*
– *hält das Gespräch in Gang*
– *ist bereit, sprachlich Neues zu probieren*

☐ **Conferences**

Conference with the student to provide specific feedback. Encourage the student to think of ways that they can access these experiences in their creative expressions.

☐ **Response Journals/Reflection Logs**

After a class discussion such as on the importance of friends, students write a journal response.

| General Outcome **1** | *Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.* | **1.1** Discover and Explore |

**Specific Outcome**

### Consider Others' Ideas

*Students will be able to:*

**1.1.2** seek others' viewpoints to build on personal responses and understanding

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When preparing a KWL (WML) chart on a topic, students discuss sources they can turn to and people they can interview to find out what they still need to learn.

- Students work in small groups or pairs to discuss their impressions and preferences after a class outing. After the discussion, one representative from each group summarizes the group's three most important ideas to the whole class.

- Students conduct a book talk after reading in a Think-Pair-Share format.

  Step 1: The teacher discusses the topic.
  Step 2: Students listen to a lecture or view a video, a presentation, or a discussion.
  Step 3: Students record their ideas individually (a list, a map, etc.).
  Step 4: Students team with a partner to discuss their ideas.
  Step 5: Students share their ideas with the rest of the class.

- Students conduct an interview(s) on a particular topic.

- After preparing a series of graphic organizers to explore a given topic, students conduct a debate about it.

- Students listen to or read about a current news item and, in small groups, discuss their viewpoints. During the discussion, students may use discussion vocabulary charts posted in the classroom as a reference or support.

- As a class, students prepare a survey to find out about favourite weekend activities. Students survey their classmates or students from another German class in the school by asking the question "*Was machst du gern am Wochenende*?" Students may use computer software to graph the results of their survey.

**Consider Others' Ideas**

*Students will be able to:*

**1.1.2** seek others' viewpoints to build on personal responses and understanding
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– seek out others' viewpoints from a variety of sources, including oral, literary, and media texts, other students, and people in the community?
– demonstrate willingness to listen to and consider others' viewpoints?
– demonstrate increasing flexibility and ability to see other points of view?
– make connections and comparisons between personal responses and the responses of others?
– choose selectively from others' responses and ideas to construct personal responses and understanding?
– integrate past knowledge and experience with new viewpoints?
– demonstrate metacognitive awareness of the development of their own viewpoints over time?
– check other's views for accuracy?

☐ **Checklists**

Use criteria familiar to the student. Date observations and note progress over time in the quality of German language responses and willingness to take risks with using German in the classroom. A sample could include the following:

| Schülername | hört anderen zu | stellt Fragen | spricht freiwillig Deutsch | bleibt am Thema |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |

---

## SAMPLE **RESOURCES**

German newspapers

German TV news clips

Microsoft Excel/ClarisWorks

General Outcome **1**

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**1.1** Discover and Explore

Specific Outcome

**Consider Others' Ideas**

*Students will be able to:*

**1.1.2** seek others' viewpoints to build on personal responses and understanding
*(continued)*

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students view/listen to a German news report and discuss possible viewpoints that those involved could have toward it.

- Read an article to students from a German newspaper. Students discuss possible viewpoints readers could express in letters to the editor.

- Invite students working in small groups to exchange ideas for fun things to do on a Saturday afternoon. Then have them prepare dialogues with a partner in which they plan activities together, exchange opinions, and give reasons for their choices.

- Students listen to or read about a current events news story in German that they are familiar with. They jot down three to five facts from the news story. Then they interview a classmate to find out how he/she understood the same story.

---

**Ein Geschehen—Zwei Zuhörer**

A. Wie verstehe ich das Geschehen?

    Was ist passiert?
    Wann ist es passiert?
    Wo ist es passiert?
    Wer war dabei?
    Was wissen wir über die Personen?
    Warum ist es passiert?

B. Und wie verstehst du das?

    Was ist passiert?
    Wann ist es passiert?
    Wo ist es passiert?
    Wer war dabei?
    Was wissen wir über die Personen?
    Warum ist es passiert?

---

**Specific Outcome**

**Consider Others' Ideas**

*Students will be able to:*

**1.1.2** seek others' viewpoints to build on personal responses and understanding
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

☐ **Conferences**

Conference with students in a variety of contexts. Ask students if they actively seek others' viewpoints to build on in developing their understanding and personal responses.

☐ **Work Samples**

Assess work samples such as graphic organizers and letters to the editor.

☐ **Response Journals/Reflection Logs**

Students record their ideas before a discussion about a news item and their views after the discussion.

General Outcome **1**

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**1.1** Discover and Explore

Specific Outcome

**Experiment with Language**

*Students will be able to:*

**1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- For a group research project on an explorer:
  - Student 1 writes a diary entry showing the personal hardships encountered by explorers.
  - Student 2 adds information on the explorer.
  - Student 3 adds the explorer's route to the class map to show his route in relation to those of the other explorers.

- Students explore German vocabulary that is onomatopoeic (*zischen, zwitschern, plumps, matschen, platschen, tick-tack, knacken*).

- Students keep an ongoing list of thematic vocabulary associated with their study of early European explorers in their social studies class. Working with a partner, they prepare a word search or crossword puzzle using this new vocabulary.

- Students, working in small groups, prepare a Reader's Theatre presentation to present information learned in another subject.

- Working with a partner, the students write a dialogue between two characters using new vocabulary learned in class.

- Students read a poem, the text of a song, or a letter in order to discuss/analyze the type of language used, the form of communication, the visual imagery evoked, the message that was intended, and the purpose of the message.

- Students experiment with root words and their diminutive and augmentive forms (e.g., *Katze, Kater, Kätzchen*).

**Experiment with Language**

*Students will be able to:*

**1.1.3**  explore and experiment with a variety of forms of expression for particular personal purposes *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

–  recognize different forms of expression?
–  use favourite forms effectively and appropriately to express thoughts and ideas?
–  experiment with memorable language when using favourite forms for expressing thoughts and ideas?
–  respond personally to a range of forms?

☐ **Checklists**

When students make presentations they have practised, such as a Reader's Theatre presentation, criteria may focus more on fluency and accuracy. Criteria may include the following:

–  presentation is fluent
–  pronunciation and intonation are appropriate and support communication
–  message is comprehensible
–  gestures and voices are appropriate and support communication
–  students appear to enjoy experimenting with this form

☐ **Anecdotal Records**

Record the forms the student has attempted, problems encountered, and skills mastered.

☐ **Response Journals/Reflection Logs**

Students write about their work and how they feel they did (chart form or learning log).

☐ **Conferences**

In regular conferences, note whether students are experimenting with language and a variety of forms. Do students recognize and use favourite forms of self-expression? Have students identify forms they enjoy using.

☐ **Work Samples**

Students collect work samples that demonstrate their varying forms of self-expression.

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**1.1** Discover and Explore

**Specific Outcome**

**Experiment with Language**

*Students will be able to:*

**1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes *(continued)*

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- During a field trip, use a digital camera to take pictures that students later use to prepare a photo essay. Working in small groups, students arrange the photographs and write captions to accompany each photo. They may also include a short, written summary of the field trip.

**Specific Outcome**

**Experiment with Language**

*Students will be able to:*

**1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Self-Assessments**

Students keep track of forms they produce over the years.

| Forms of Language I have tried to use | | |
|---|---|---|
| **Written** | **Oral** | **Visual** |
| ❍ advertisement | ❍ audiotape | ❍ advertisement |
| ❍ biography | ❍ debate | ❍ banner |
| ❍ book report/ | ❍ discussion | ❍ cartoon |
| review | ❍ dramatization | ❍ collage |
| ❍ brochure | ❍ interview | ❍ collection |
| ❍ crossword puzzle | ❍ newscast | ❍ computer graphic |
| ❍ editorial | ❍ oral presentation | ❍ construction |
| ❍ essay | ❍ oral report | ❍ data table |
| ❍ experiment record | ❍ play | ❍ design |
| ❍ game | ❍ poetry reading | ❍ diagram |
| ❍ journal | ❍ rap | ❍ display |
| ❍ lab report | ❍ skit | ❍ diorama |
| ❍ log | ❍ speech | ❍ drawing |
| ❍ magazine article | ❍ song | ❍ filmstrip |
| ❍ memo | ❍ teach a lesson | ❍ graph |
| ❍ newspaper article | | ❍ map |
| ❍ poem | | ❍ model |
| ❍ position paper | | ❍ painting |
| ❍ proposal | | ❍ photograph |
| ❍ questionnaire | | ❍ poster |
| ❍ research report | | ❍ scrapbook |
| ❍ script | | ❍ sculpture |
| ❍ test | | ❍ slideshow |
| | | ❍ storyboard |
| | | ❍ videotape |

other forms

_____

**General Outcome** **1**

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**1.1** Discover and Explore

**Specific Outcome**

**Express Preferences**

*Students will be able to:*

**1.1.4** review a collection of favourite oral, literary, and media texts; share responses to preferred forms

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After reading a German story and then viewing a video of the same story, students make T-charts to list and discuss the advantages of watching a movie compared to reading a book or story of the same title.

- After reading a poem and viewing vocabulary to share responses, students explain which aspects of the poem they liked or disliked.

- A student enters a poem into the class database that shows favourite pieces of literature. Then the student searches the database for stories, and, after reading the descriptions, signs a book out to read at home.

- Students prepare a review chart of a movie/story to share with classmates.

> **Buchbericht/Filmbericht**
> 1. Buchtitel _____.
> 2. Autor _____.
> 3. Etwas Lustiges/Interessantes _____.
> 4. Was ich gut fand_____
>    _____.
> 5. Was mir nicht gefiel _____.
> 6. Wem könnte ich dieses Buch/diesen Film empfehlen? ____

- Students bookmark their favourite websites about a topic and then create a German poster that advertises the websites.

- Students produce a video commercial for a favourite book or story.

**Specific Outcome**

**Express Preferences**

*Students will be able to:*

**1.1.4**   review a collection of favourite oral, literary, and media texts; share responses to preferred forms *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– review personal collections of oral, literary, and media texts, and identify preferred forms?
– give reasons for preferences?
– respond in appropriate ways to preferred forms of oral, literary, and media texts?
– share responses to preferred forms of oral, literary, and media texts with others willingly and confidently?
– share responses with others using a variety of strategies and in a variety of contexts?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Note the students' development with regard to their abilities to share responses to favourite forms of texts.

☐ **Anecdotal Records**

Record students' successes or problems with various text forms. Observe the range of forms that the students experience, respond to, and share with others. Focus on students' willingness and confidence in sharing and their skills in analyzing texts in order to develop their responses to preferred oral, literary, and media texts. Observations can be made on self-stick notes and transferred to the students' files.

| General Outcome | 1 | *Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.* | **1.1** Discover and Explore |
|---|---|---|---|

**Specific Outcome**

**Express Preferences**

*Students will be able to:*

**1.1.4** review a collection of favourite oral, literary, and media texts; share responses to preferred forms *(continued)*

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students choose favourite German books from the library and create advertisements for them using illustrations, words, and short phrases that are posted on the bulletin board in the library. Students participate in a brainstorming activity to create vocabulary lists that they can use when creating the advertisements.

**Express Preferences**

*Students will be able to:*

**1.1.4** review a collection of favourite oral, literary, and media texts; share responses to preferred forms *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

☐ **Self-Assessments**

Have students review and reflect on their personal literacy records and their peer conferencing records. Help students note and talk about how they shared a variety of texts. This could be a monthly review. A self-reflection sheet like the following could be used:

> Name: _____ Datum: _____
>
> • Diesen Monat habe ich _____ Bücher, _____ Zeitschriften, und _____ Texte auf dem Computer gelesen.
>
> • Diesen Monat habe ich _____ Geschichten angehört.
>
> • Der Text, der mir am meisten gefallen hat war _____.
>
> • Diesen Monat habe ich meinen Freunden _____ verschiedene Texte empfohlen.
>
> Ich habe meinen Freunden diese Texte empfohlen, weil_____
>
> _____.

☐ **Conferences**

Discuss students' monthly literary journal record and students' preferences for a particular form of text. View video recordings with students to assess their abilities to give reasons for selecting a text as a favourite and to share willingly and confidently.

☐ **Portfolios**

Students choose a favourite piece of text. Record responses for the choice. This is an ongoing assessment tool.

| General Outcome **1** | *Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.* | **1.1** Discover and Explore |
|---|---|---|

**Specific Outcome**

**Set Goals**

*Students will be able to:*

**1.1.5** identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After reviewing necessary vocabulary, students write a learning log to describe what they did during the week and what worked well for them, and set goals for the upcoming week.

- Students set goals for reading. For example:
    - *Ich werde jeden Tag ein Buch lesen.*
    - *Ich werde eine Leseliste führen, und alle Bücher, die ich lese auflisten.*
    - *Am Freitag werde ich ein Bild über mein Lieblingsbuch der Woche zeichnen.*

- Students review their reading records at regular intervals, and complete information slips to tell what they have accomplished and to set goals for the future.

---

**Monat _____**

Name _____

1. Diesen Monat habe ich _____ Bücher gelesen.
2. Diesen Monat habe ich _____ Bücher meinen Klassenkameraden empfohlen.
3. Nächsten Monat werde ich _____ Bücher lesen.
4. Mein Lieblingsbuch diesen Monat war _____, weil ___.

Lehrerkommentare:

---

- Students go through their German writing portfolios, select the piece of writing they think is their best work, and tell why.

- Students prepare an autobiography of their personal accomplishments, as well as areas in which they would like to improve.

- Students prepare a short, two- to three-minute talk on their skills and accomplishments, complete with medals, badges, awards, or certificates for display.

- Students draw their own personal coat-of-arms, which illustrates their personal skills/accomplishments. These will be displayed and presented to the class.

- Using vocabulary charts describing the qualities of good learners, readers, and writers, students create and display posters or bookmarks that describe successful readers, writers, and learners

**Set Goals**

*Students will be able to:*

**1.1.5** identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– identify appropriate goals to enhance language learning?
– identify appropriate goals to enhance language use?
– plan how she or he will reach the goals?
– use appropriate terminology when setting goals and discussing language learning and use?
– use criteria to assess personal language learning and use?
– demonstrate willingness to monitor personal language learning and use?

☐ **Self-Assessments**

Students are asked to complete a self-assessment form on which they identify their developing skills and strategies in language learning and usage, and set goals for areas that need work in German.

☐ **Conferences**

Students conference with the teacher, other adults, and peers to help set realistic goals. Provide time on a regular basis for reflecting on language learning and goal setting. During the teacher-student conference, initiate a contract with the student that will focus on specific areas of enhancement.

☐ **Work Samples**

Collect work samples of self-reflections and responses that provide evidence of goal setting.

☐ **Interviews**

Conduct a language learner interview to determine how students view themselves as learners. Students may be asked to:

– describe language learning strategies
– tell why and how the strategies helped them
– tell why they used the various strategies
– describe what they can do well
– describe areas they would like to improve on

General Outcome **1**

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**1.2** Clarify and Extend

**Specific Outcome**

**Develop Understanding**

*Students will be able to:*

**1.2.1** reflect on prior knowledge and experiences to arrive at new understanding

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When beginning the study of a topic or as a review, students brainstorm what they know and record it in chart form.

- Select 15 to 20 words from a topic that students will be studying. Students identify words they think they understand and those they do not. Students work in pairs to collaborate on word meanings, using their prior knowledge of the topic and strategies they have learned.

- Using a key word from a topic being studied, assist students to develop a mind map that represents their knowledge on that topic.

- Students discuss various injuries they have had while playing a game or sport, leading to an understanding of the importance of rules of conduct and safety equipment.

- Use a KWL (WML) chart after brainstorming a topic. Extend it to ask the student "What do you still want to know?"

- Students, working in small groups, complete a KWL (WML) chart prior to, during, and after the study of an assigned topic in class.

| W | M | L |
|---|---|---|
| *Was wir schon wissen* | *Was wir lernen möchten* | *Was wir gelernt haben* |
|  |  |  |

- Before students reads, views, or listens to a text, they write on an admit slip what their expectations are for the text. At the end of this work, students fill in the bottom half as an exit slip, summarizing the connections they made between prior knowledge and experience. At the end of class, students turn in the slip to leave the room.

**Develop Understanding**

*Students will be able to:*

**1.2.1** reflect on prior knowledge and experiences to arrive at new understanding
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:
- use reflection skills and strategies to access prior knowledge and experiences?
- make connections between prior knowledge and experiences, and new understandings?
- access prior knowledge and experiences without prompting)?

☐ **Checklists**

Use a checklist based on the Focus for Assessment criteria. Date and record the context for all observations.

☐ **Response Journals/Reflection Logs**

Review the logs for depth of response and reflection skills.

☐ **Conferences**

Conference with students to determine whether they are using prior knowledge and experiences to construct meaning in a variety of new contexts.

☐ **Work Samples**

Collect work samples such as KWL (WML) charts, webs, and exit slips as evidence of students' abilities to access and connect prior knowledge and experiences to construct meaning in different contexts.

## SAMPLE **RESOURCES**

German books, video clips of sports misconduct or injuries, and appropriate safety equipment

| General Outcome | *1* | *Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.* | **1.2** Clarify and Extend |
|---|---|---|---|

**Specific Outcome**

**Explore Opinions**

*Students will be able to:*

**1.2.2** explain personal viewpoints

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After reading an article and discussing current events, students explain their personal viewpoints on the topic through a cartoon, a collage, a sketch, and a drama.

- Students will make up questions relating to the current events and explore other viewpoints.

- Students complete a self-reflection sheet after reading a book/story.

- Students look at German art and express an opinion supported by an explanation or rationale.

- Invite students to explore various examples of German contemporary and folk music. In class, students learn to describe music in terms of genre, artist, and musical qualities. In groups of three, students discuss and record in German their musical preferences, giving reasons for their choices. Groups then report this information to the whole class to create a class chart or graph of musical preferences.

- After reading a text, students present an oral or written character sketch.

- After reading a text, students make and present a picture collage and explain their thoughts to the class.

- Students prepare debates on school issues (e.g., should the school day be longer; should Middle Years students have an extra recess).

- Students, working in small groups, share their impressions of recent classroom activities and/or field trips by preparing a survey and administering it to their classmates. Students tally the results of the survey and report their findings in a short summary.

**Explain Opinions**

*Students will be able to:*

**1.2.2** explain personal viewpoints *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

- – clearly express personal viewpoints and opinions?
- – explain or support personal viewpoints and opinions in a variety of different ways?
- – express views on new concepts
- – represent understanding in a variety of ways?

☐ **Checklists**

Develop checklists following the Focus for Assessment criteria. Focus observations on the students' skills in using their personal perceptions and ideas to inform their understanding of new concepts. Note their progress over time in expressing their views on new concepts, in supporting their opinions, and in their willingness to change their perceptions and ideas in light of new evidence.

☐ **Conferences**

Conference with students to have them explain new concepts and why these concepts are important to them. Use this opportunity to have students explain their personal viewpoints and opinions on a topic.

☐ **Work Samples**

Collect samples of character sketches and picture collages as evidence of students' abilities.

General Outcome **1**

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**1.2** Clarify and Extend

Specific Outcome

**Combine Ideas**

*Students will be able to:*

**1.2.3** experiment with arranging ideas and information in a variety of ways to clarify understanding

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- For a report entitled "*Wie lernt man am Besten in der Schule?*," students gather and jot down ideas by surveying other students, thinking back to other grades and teachers, reading about pioneer schools, interviewing parents and grandparents about their school experiences, and going on a field trip to a historical schoolroom site.

- Different groups of students work with the same piece of oral, literary, or media text, but organize it using various frames or graphic organizers. They share their work and discuss which organizer best helped to clarify understanding (e.g., Venn diagram, charts, lists, webs, cycles, flow charts, trees, etc.).

- Students create a timeline to show major events in Canadian history (e.g., 1497–1867).

- Following a study of farming in Canada, students complete a chart on which they record each province/territory and the type of farming practised there.

| Landwirtschaft in Kanada | Vieh | Tabak | Obst | Getreide |
|---|---|---|---|---|
| British Columbia | + | – | + | – |
| Manitoba | + | – | – | + |
| Saskatchewan | + | | | + |

- Students take a topic studied in their class and prepare a presentation for a younger grade. Students must discuss how different their presentation will look, considering it is a younger audience.

GRADE
**5**

Specific
Outcome

**Combine Ideas**

*Students will be able to:*

**1.2.3** experiment with arranging ideas and information in a variety of ways to clarify understanding *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– identify a variety of ways to organize ideas and information?
– select different forms to organize ideas and information?
– reorganize ideas and information presented in a selected form?
– select organizational forms related to content, purpose, and audience?
– organize ideas and information in ways that clarify and shape understanding?

☐ **Checklists**

Create a checklist using the Focus for Assessment criteria. Observe students in a variety of contexts, and then date and record the context for all observations.

☐ **Response Journals/Reflection Logs**

Students reflect on what helps them organize ideas and information, and then record these self-reflections in logs or journals. They may draw their favourite organizational frames, and explain how these frames help them organize ideas for writing or speaking.

☐ **Conferences**

Have students describe their preferred ways to organize ideas and information. Students show ways to organize in order to clarify understanding. Encourage students to identify challenges they face and target areas to improve.

☐ **Portfolios**

Students select work samples that demonstrate different ways they practised arranging ideas and information. Students may include reasons for each work sample.

☐ **Work Samples**
Collect samples of student work, such as story maps, Venn Diagrams, charts, timelines, etc., as evidence of students' abilities to use a variety of methods of organizing information.

General Outcome  **1**

*Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.*

**1.2** Clarify and Extend

Specific Outcome

**Extend Understanding**

*Students will be able to:*

**1.2.4**  ask questions to clarify information and develop new understanding

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After listening to a classmate talk about an experience (e.g., seeing a bear in a campground), students want to learn more about what to do if they were to encounter a bear. They brainstorm ways to learn more about this topic. They decide to look up bears in an electronic encyclopedia, ask a relative who camps frequently, and look in their school library.

- Model types of questions that can be asked about specific texts.

- During an oral presentation or discussion, guide students to ask clarifying open-ended questions with prompts such as:
  - *Meinst du damit, …*
  - *Hast du gesagt …*
  - *Mit anderen Worten...*
  - *Sag mir mehr …*

- Students decide on a vacation destination by looking through vacation brochures, asking questions of a travel agent, and interviewing others about the places where they have vacationed. They follow up by drawing and labelling a travel poster of their vacation destination.

- After studying about an early European explorer (e.g., Jacques Cartier, Henry Hudson), students, working in small groups, prepare open-ended interview questions and responses. They practise the questions and responses in the form of a television interview that they present in class. These interviews may also be recorded and then shared with classmates.

- Together with the teacher, students generate interview questions on topics or themes being studied in class. The questions are then used for interviewing other students, teachers, family members, or other German-speaking people in the community. Students tape record their interviews for presentation in class

**Specific Outcome**

**Extend Understanding**

*Students will be able to:*

**1.2.4** ask questions to clarify information and develop new understanding
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– ask open-ended questions to clarify information?
– ask open-ended questions to develop new understanding?
– demonstrate willingness to ask extending questions?

### ☐ Checklists

Create a checklist based on the Focus for Assessment criteria. Date and record the context for all observations.

### ☐ Self-Assessments

Students complete a self-assessment of how confident and competent they feel generating and asking questions in order to gather information.

### ☐ Conferences

Conference with students to encourage them to identify their strengths in appraising ideas and questioning skills. Look for evidence that:

– interactions are taking place in German
– students are asking appropriate, relevant questions
– strategies are being used to negotiate meaning and sustain interactions (e.g., repeating, rephrasing)
– students are using the structures and vocabulary they have practised
– students use appropriate intonation or emphases

---

## SAMPLE **RESOURCES**

German vacation brochures (travel agents/Internet)

| General Outcome | **2** | *Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.* | **2.1** Use Strategies and Cues |
| --- | --- | --- | --- |

**Specific Outcome**

**Prior Knowledge**

*Students will be able to:*

**2.1.1** make and record connections between personal experiences, prior knowledge, and a variety of texts

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- As students begin to study the history of Canada, they brainstorm and jot down categories of information previously learned about the history of Manitoba, and discuss how this information will be helpful to them.

- A student writes a short story about an individual who is new to a school. The student reads the story and, afterwards, tells how he or she drew from personal experiences of moving to and living in a new neighbourhood when describing the feelings that the character in the story had when walking into the new classroom for the first time.

- When searching for information in a non-fiction book or atlas, students use the table of contents, index, section headings, and subheadings.

- Before reading a story/novel, students complete a Prediction Chart by looking at the title, skimming through the pages, and looking at pictures and illustrations.

| *Vorschau: Worum wird es hier gehen?* | |
| --- | --- |
| *Umschau: Warum bin ich dieser Meinung?* | |
| *Rückschau: Worum ging es eigentlich?* | |

- Students look at the title and illustrations of a text, and then quickly write or sketch predictions and connections. After reading, students return to the Quick Writes or Quick Sketches to verify how accurate they were.

GRADE
5

**Specific Outcome**

**Prior Knowledge**

*Students will be able to:*

**2.1.1**  make and record connections between personal experiences, prior knowledge, and a variety of texts *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

–   demonstrate willingness to contribute prior knowledge to the topic?
–   make connections with a text (characters, plot, setting)?
–   describe connections to other oral, literary, and media texts?
–   effectively express the connections so they make sense to others?
–   understand others' connections?
–   build on his/her connections to comprehend and respond to oral, literary, and media texts?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria to assess students' skills in making connections among prior knowledge, personal experiences, and variety of texts. Note progress over time.

☐ **Anecdotal Records**

Keep a record of students' skills and strategies in contributing prior knowledge to classroom discussions.

☐ **Response Journals/Reflection Logs**

Review student logs to determine whether they articulate and build upon prior experiences or knowledge.

☐ **Conferences**

Conference with students to determine whether the they can describe and build upon connections among personal experiences, prior knowledge, and a variety of texts?

☐ **Work Samples**

Collect samples of students' work to observe links between prior knowledge and personal experiences and text (e.g., Prediction Charts, log entries, title pages, etc.).

General Outcome **2**

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.1** Use Strategies and Cues

GRADE

**5**

**Specific Outcome**

**Comprehension Strategies**

*Students will be able to:*

**2.1.2** use a variety of comprehension strategies to confirm understanding and self-correct

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When finding information on a topic (e.g., wetland animals), students locate and skim sections of texts relating to the topic to determine whether the information may be useful. Then, they read relevant sections more closely.

- Students complete the last column of a KWL (WML) chart on a topic taught in German. They discuss what they have learned about the topic and how previous ideas have changed as a result of their study.

- Students focus on key words for comprehension. Explain what comprehension strategies students can use.

- Students are given a choice of books to read. They group themselves according to the book they chose and break into a number of literature circles. Guide the students in discussing and interpreting the book in the groups.

- Students, working in small groups, use story maps to record key story elements as they read a story (e.g., characters, plot, setting, problem, and solution). Story maps can be used to help students make and confirm predictions.

- While listening to a story or viewing a video, students are asked to sketch their thoughts about the story. Students are invited to discuss their sketches with a partner and may add or delete ideas from their sketches after their sharing session.

- While listening to a text, students sketch their thoughts in their response journal/reflection log. Students discuss their sketches and relate their pictures to the text. Students are encouraged to add or delete ideas.

**Comprehension Strategies**

*Students will be able to:*

**2.1.2** use a variety of comprehension strategies to confirm understanding and self-correct *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– use a consistent approach to constructing meaning from oral, literary, and media texts (activating prior knowledge and setting a purpose)?
– demonstrate skills and strategies for prediction?
– use self-monitoring behaviours?
– demonstrate skills and strategies for inferring?
– demonstrate skills and strategies for questioning?
– demonstrate skills for drawing conclusions?
– demonstrate skills and strategies for comprehension in oral, literary, and media texts?
– demonstrate skills and strategies for comprehension of appropriate grade level materials?

☐ **Checklists**

Focus on different students each day until all have been observed.

---

**Comprehension Checklist**

Name _____ Date _____

Text _____

The student uses the following comprehension strategies:

❑ makes viable predictions
❑ sets a purpose for reading, viewing, or listening
❑ asks appropriate questions
❑ infers meaning
❑ confirms predictions
❑ rejects incorrect predictions
❑ makes logical conclusions
❑ self-monitors understanding
❑ self-corrects using fix-up strategies

---

## SAMPLE **RESOURCES**

German children's magazine such as *Treff*.

General Outcome **2**

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.1** Use Strategies and Cues

**Specific Outcome**

**Comprehension Strategies**

*Students will be able to:*

**2.1.2** use a variety of comprehension strategies to confirm understanding and self-correct *(continued)*

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

## Teacher's Notes

## SAMPLE **ASSESSMENT** STRATEGIES

☐ **Anecdotal Records**

Record students' miscues as they read orally. Analyze miscues to note how effectively the student uses the cueing system. Record students' oral reading behaviours as they read text.

☐ **Self-Assessments**

Use checklists and rating scales to reflect on the student's use of comprehension strategies.

☐ **Response Journals/Reflection Logs**

Record self-reflections in journals or logs. Students list the comprehension strategies they used for literature circles, story maps, and other activities.

☐ **Conferences**

Conference with students to discuss their repertoire of comprehension strategies. Alternatively, students read part of a selection and tell what they are thinking and what they are doing to make meaning of the selection. The student should be able to:

– summarize or paraphrase the main components of narrative text and an informational text
– explain, describe, or tell about a particular part and recite, illustrate, or identify many of the details

| General Outcome **2** | *Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.* | **2.1** Use Strategies and Cues |
|---|---|---|

**Specific Outcome**

**Textual Cues**

*Students will be able to:*

**2.1.3** use textual cues to construct and confirm meaning

---

### SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When researching the lifestyles of a specific Aboriginal group in textbooks and encyclopedias, students look for maps that show where the Aboriginal group lived, charts that provide information on aspects of their daily lives, and illustrations that show villages, homes, and dress.

- Students use headings to locate specific information on topics in a children's German encyclopedia.

- Students use the numbers and letters in the margins of a map to locate particular streets.

- In a dialogue journal, one student writes about chewing gum in schools. Another student reads the entry in the log and adds a personal opinion.

  Journal entry
  *Kaugummi im
  Klassenzimmer
  ist nicht schlecht.
  Es soll nicht
  verboten sein.*

  Journal entry
  *Das stimmt, aber
  Kaugummi unter
  dem Pult kleben soll
  verboten sein.*

- Students use information in the margins of textbooks, picture captions, questions, chapter introductions, summaries, and special features to assist in understanding a topic.

- Students watch a video and later have a discussion of cues (e.g., lighting, music) and how they create mood and feeling.

**Textual Cues**

*Students will be able to:*

**2.1.3** use textual cues to construct and confirm meaning *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– use textual cues to construct meaning in oral, literary, and media texts?
– use textual cues to confirm meaning in oral, literary and media texts?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Note students' abilities to construct and confirm meaning from text.

☐ **Conferences**

Conference with students as they preview a text to assess whether they can locate the table of contents and glossary.

☐ **Paper and Pencil Tests**

The student is given a passage to read and asked to identify the main idea and supporting details.

---

## SAMPLE **RESOURCES**

German Encarta CD-ROM Encyclopedia.

Simpson, J. *Indianer—From the Series Alles was ich wissen will*. Ravensburger Buchverlag. 2002. ISBN 3-476-35946-7.

Mennen, P. and Krantmann, M. *Indianer—From the Series Erstes Wissen*. Ravensburger Buchverlag. 2000. ISBN 3-473-35845-2.

General Outcome **2**

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.1** Use Strategies and Cues

**Specific Outcome**

**Cueing Systems**

*Students will be able to:*

**2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When reading a sentence with an unknown word, students read past the unfamiliar word and then figure it out by breaking it into parts. Students reread the sentence to realize the meaning from the context.

- Students identify different strategies to use when they come across a word they do not know. For example:
  - *Ich lese weiter bis zum Ende des Satzes. Dann überlege ich, was das Wort bedeuten könnte..*
  - *Ich überlege ob ich ein Teil des Wortes verstehe.*
  - *Ich lese jede Silbe einzenld. Dann lese ich das Wort wieder.*

- Students use the initial sound of a word to locate its spelling in a dictionary (e.g., the initial sound of the word "*Tarnung*" is represented by the letter "t").

- When writing a story, students use knowledge of a prefix to locate the spelling of a word in a dictionary.

- Students identify the meaning of dictionary entries and note that more than a definition of a word is given in a dictionary.

- Personal Dictionaries: Students make personal dictionaries to reinforce word recognition and meaning.

- As students read a text, they write down unfamiliar words and note the page number. They look up the words in the dictionary and write the meaning that fits the context of the story. Students take turns saying their word(s). Record them on the board. The class tries to give the correct meaning. If no one can define a student's word, that student becomes the New Word Champ. The student then displays the word and its definition.

- Construct a Cloze passage by deleting selected words and replacing them with a space. Encourage students to use their knowledge of word order, sentence patterns, and meanings of words within sentences to predict the missing words.

---

**Cueing Systems**

*Syntactic Cues*: Word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.
*Semantic Cues*: Meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections among words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.
*Graphophonic Cues*: Refer to sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.

**Cueing Systems**

*Students will be able to:*

**2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and
confirm meaning; use a dictionary to determine word meaning in context
*(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– demonstrate an understanding of cueing systems and their appropriate applications to construct and confirm meaning in oral, literary, and media text?
– use syntactic cues (such as word order, grammar, punctuation) to construct and confirm meaning in oral, literary, and media text?
– use semantic cues (such as sound-letter, sound-symbol relationships, roots, prefixes, and suffixes) to construct and confirm meaning in oral, literary, and media text?
– use cueing systems flexibly?
– apply skills and strategies for dictionary use to determine word meanings in context?
– demonstrate fluency in oral and silent reading of grade-level text?

☐ **Checklists**

Develop a checklist using the Observation data. Date all observations and note the context of the observations.

☐ **Anecdotal Records**

Observe students engaged in authentic reading tasks. They may actively participate in dramatic readings, oral presentations, conferences, interviews, and Think-Alouds. Based on the Focus for Assessment criteria, make brief notes on self-stick notes and, later, put them in the student's file.

☐ **Response Journals/Reflection Logs**

Students need to be aware of the strategies they use to construct and confirm meaning.

☐ **Clozes**

Students construct their own reading assessments using classroom reading materials. The paper-and-pencil test procedures assess the students' comprehension skills before and after listening, reading, or viewing a text.

---

SAMPLE **RESOURCES**

German-English dictionaries

**General Outcome** *2* | *Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.* | **2.2** Respond to Texts

---

**Specific Outcome**

**Experience Various Texts**

*Students will be able to:*

**2.2.1** experience texts from a variety of genres and cultural traditions; share responses

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Each week, a group of students dramatizes a current news story in class. As students guess the main events of the news story, a brief news summary is written about the story. Students write the news summary into their notebooks.

- Students use a graphic organizer, such as a Venn diagram, to compare the setting, characters, and events of two versions of the same story.

- Students listen to an elder presenting a folk tale or a myth and respond by creating a diorama of the scene.

- During a discussion about weather phenomena, a student describes the setting and plot of a book or video about being caught in a dangerous weather situation.

- After reading a folk tale, students create a cartoon strip to retell the story.

- Students make a web, story map, or sketch to represent the meaning of a novel or video. In a group discussion, they share what they learned about the text, what it meant to them, and favourite parts or characters.

- Students present a dramatic reading of a poetry selection that communicates the mood, mental images, and rhythm of the poem.

- Students examine the lyrics of a contemporary song in German. They are asked to find familiar words in order to predict the song's content or theme. Students, in groups, could create movement sequences to accompany the song, mime the meaning as the song plays, or lip-sync along with the song.

- Using the Internet, students read biographies of interesting people who are featured in German newspapers online.

- Based on the list of authentic forms in the curriculum framework, the teacher selects a range of text types.

**Specific Outcome**

**Experience Various Texts**

*Students will be able to:*

**2.2.1** experience texts from a variety of genres and cultural traditions; share responses
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– demonstrate willingness to explore text?
– demonstrate willingness to explore texts from a variety of forms, genres, and cultural traditions?
– demonstrate experiences with different types of texts (oral, literary, media)?
– explain preferences for particular types of texts?
– recognize some basic characteristics of various types of texts?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Note students' willingness to explore a variety of texts and share responses. Date all observations and note the context of observations.

☐ **Reading Logs/Reading Graphs**

Students may use a log or graph to track personal reading. The use of such tools encourages them to explore a variety of texts by listing the variety of forms and genres. Provide a graphic template on the computer.

☐ **Response Journals/Reflection Logs**

Give students a series of questions about their text choice, which they respond to.

☐ **Conferences**

Conference with students and discuss preferences for particular types of text. Encourage students to explore text from less familiar cultural traditions, forms, and genres. With students, develop interview questions about their reading, viewing, and listening experiences.

☐ **Video Recordings**

Record students talking about, reading, or dramatizing their favourite part of a text. These recordings provide a tool for sharing texts in the classroom. Students may share their video recordings with their parents.

**General Outcome** *2*

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.2** Respond to Texts

**Specific Outcome**

**Connect Self, Text, and Culture**

*Students will be able to:*

**2.2.2** identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students complete a Venn diagram or comparison chart after listening to, reading, or viewing a text in order to compare characters.

- Students can compare themselves with a character.

- Students interview elders, leaders, artists, or performers, and use the information to make connections to themselves.

- Students research the challenges and situations of other people and prepare a dramatic presentation to showcase information gathered.

- The class studies an author as well as material related to the author's life.

- Ask students to read a selection silently. Pose questions that enable them to compare the challenges and situations that people experienced in other times and other cultures.

**Connect Self, Text, and Culture**

*Students will be able to:*

**2.2.2** identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– use strategies and tools for comparing and contrasting?
– demonstrate familiarity with various cultures, historical backgrounds, and traditional studies?
– use self-reflections to make connections with text?
– compare present-day challenges and situations with those experienced by characters in other times and texts?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date and record the context of all observations.

☐ **Self-Reflections**

Assess students' self-reflections on the challenges and situations encountered by others. The student responds to questions, such as

– *Welche Probleme hat die Person im Text?*
– *Welche Probleme habe ich?*
– *Wie sind die Probleme äähnlich?*
– *Wie sind sie anders?*

☐ **Response Journals/Reflection Logs**

Students compare a character from a story or video with themselves. Provide sentence starters and vocabulary charts to provide language support for the activity.

☐ **Conferences**

Conference with students using work samples to determine whether they are able to identify similarities and differences between personal experiences and the experiences of others.

☐ **Work Samples**

Assess work samples including written work, artwork, performances, and demonstrations.

General Outcome **2**

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.2** Respond to Texts

**Specific Outcome**

**Appreciate the Artistry of Texts**

*Students will be able to:*

**2.2.3** identify descriptive and figurative language in oral, literary, and media texts

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When reading, students discuss words that can be used to replace overused words when they are writing (e.g., the word "*gehen*" can be replaced by the words *laufen, spazieren, rennen, stolpern, krabbeln, schleichen*). These words can be posted in the classroom.

- When reading, students choose an example of figurative language they found interesting and explain their reasons for choosing it.

- Students make a collage of visual images evoked by reading a particular text.

- After reading a variety of poems and compiling a list of descriptive words found in these texts, students write a simple poem.

- After a discussion of German idiomatic expressions, students highlight idioms in texts they study in class. They begin a log of figurative and descriptive language that they add to on a regular basis.

- Students write concrete poems using descriptive and figurative language from theme studies.

- Make a descriptive word wall according to themes covered in class. Every week, students add words to the wall. Students refer to these words during oral and writing activities.

- Create a Language Ladder of common questions.
  - *"Lass das doch!" flüsterte sie.*
  - *"Lass das doch!" murmelte sie.*
  - *"Lass das doch!" zischte sie.*
  - *"Lass das doch!" bat sie.*
  - *"Lass das doch!" brummte sie.*
  - *"Lass das doch!" sagte sie.*
  - *"Lass das doch!" rief sie.*
  - *"Lass das doch!" schrie sie*
  - *"Lass das doch!" brüllte sie.*

**Appreciate the Artistry of Texts**

*Students will be able to:*

**2.2.3**  identify descriptive and figurative language in oral, literary, and media texts
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

–   identify descriptive and figurative language in oral, literary, and media texts?
–   demonstrate appreciation of the power of descriptive and figurative language?
–   indicate personal responses to descriptive and figurative language in oral, literary, and media text?

☐ **Rubrics**

Invite student input in creating checklists and rubrics based on the Focus for Assessment criteria.

☐ **Conferences**

Assess students' skills in identifying and using figurative language. Provide them with individual mini-lessons based on observation and discussion of their work.

☐ **Work Samples**

Examine completed collages, poetry, and other work samples to determine to what extent students are identifying and using descriptive and figurative language.

| General Outcome | **2** | *Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.* | **2.3** Understand Forms and Techniques |
|---|---|---|---|

**Specific Outcome**

**Forms and Genres**

*Students will be able to:*

**2.3.1**  understand and use a variety of oral, literary, and media forms and texts

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students compare illustrations in a print text or video with pictures created in their own minds while listening to an audiotape of a story.

- Students read or view several examples of fables, and decide whether a new text fits or does not fit the characteristics of a fable. (A fable is a brief tale that tells a message or teaches a lesson, usually includes animal characters with human traits, usually has a simple plot, and is based on one event.)

- Students read their reports as if they were television reporters.

- After writing poems about their favourite food, students take turns reading them aloud, using the musical styles of country, rap, rock, and opera. These presentations can be recorded to be shared with parents at student conferences.

| **List of Sample Written, Oral, and Multimedia Texts: Division II** | | | |
|---|---|---|---|---|
| Advertisements | Diagrams | Invitations | Novels | Songs |
| Adventure Stories | Dictionaries | Journals | Plays | Travelogues |
| Autobiographies | Drawings | Letters | Poetry | Tickets |
| Biographies | Encyclopaedia Entries | Maps | Presentations | Times Tables |
| Brochures | Folk Tales | Menus | Puppet Plays | Schedules |
| Catalogues | Forms | Messages | Questionnaires | Websites |
| Charts | Graphs | Movies | Readers' Theatre | |
| Cartoons | Guest Speakers | Murals | Recipes | |
| Comic Strips | Historical Fiction | Mysteries | Rhyme | |
| Compositions | Illustrations | Myths | Reports | |
| Computer Software | Information Texts | Narrative Stories | Role-play | |
| Dance | Instructions | Narratives | Short Films | |
| Debates | Interviews | News Reports | Signs, Notices | |

**Forms and Genres**

*Students will be able to:*

**2.3.1** understand and use a variety of oral, literary, and media forms and texts
*(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– understand that forms and genres have specific structures ?
– understand the characteristics of forms and genres studied in class?
– apply his/her knowledge and skills about forms and genres in writing, speaking, and representing activities related to oral, literary, and media texts?

☐ **Checklists**

Prepare a checklist using a Forms and Genres list. Record the forms and genres the student understands as the year progresses.

☐ **Conferences**

Discuss the various forms and genres studied in class. Develop rubrics that contain descriptors that identify specific elements used in assessing work samples.

☐ **Portfolios**

With students, discuss work samples to determine their understanding of the various forms and genres studied in class. Examine students' work samples for evidence of their ability to incorporate the distinguishing features of the forms and genres they have studied.

General Outcome **2**

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.3** Understand Forms and Techniques

**Specific Outcome**

**Forms and Genres**

*Students will be able to:*

**2.3.1**  understand and use a variety of oral, literary, and media forms and texts
*(continued)*

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- A student chooses a favourite fairy tale character and creates a puppet to tell the story to a Grade 1 reading buddy. The student says, "This is the big bad wolf that tries to eat the three little pigs, but instead gets tricked by each of them."

- Students compare the language register needed for specific situations—formal (speech), informal (at the kitchen table), informative (directions on a box).

- Students choose one familiar text. They break into groups. One group tells a portion of the text, the other dramatizes, one illustrates, and one tells it in his or her own words.

- Students write an autobiography.

- Students write personal or business letters to German people or organizations (e.g., pen pals, German TV programs, radio programs, newspapers).

- Students prepare invitations to guest speakers, parents, or other classes. The invitations can be computer generated.

- Students bookmark their favourite websites on a particular topic and then create a poster that advertises the websites.

- After reviewing vocabulary associated with the seasons, students write a Haiku poem following the prescribed rhythmic pattern.

- Provide students with examples of a variety of forms and genres. Students sort them into categories according to which form or genre they belong.

**Specific Outcome**

**Forms and Genres**

*Students will be able to:*

**2.3.1** understand and use a variety of oral, literary, and media forms and texts
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

**Teacher's Notes**

General Outcome **2**

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.3** Understand Forms and Techniques

**Specific Outcome**

**Techniques and Elements**

*Students will be able to:*

**2.3.2** identify key elements, including plot, setting, and characterization, and techniques, such as colour, music, and speed, in oral, literary, and media texts

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Before reading the ending of a story, students compose their own resolution of the story's main problem and then read on to compare the book's resolution with their own.

- Students talk about techniques used in television commercials (e.g., sound effects, *Musik, Lautstärke, Ton, Tempo, Humor, Kostüme, Requisiten, Wortwahl, Schnitt, Bewegung, Regie (Zusammenstellung)*).

- Students use a computer software program to create a picture for the setting of a book that they are reading, using all the colour choices in the software program to create a better picture.

- Students look at a storybook and discuss the illustrations that are used to create effects.

- Students look at illustrations in picture books and discuss their features in terms of detail, colour, medium, and perspective.

- Ask the students:

  *Besondere Wörter haben besondere Wirkungen.*
  *Welche Wörter, die der Autor ausgesucht hat, helfen dir ...*
  – *etwas zu hören?*
  – *etwas zu sehen?*
  – *etwas zu riechen/schmecken/fühlen?*

- Students write a character study and present it to the class.

- Through explicit instruction, students are provided with guidelines for focusing on significant text elements (plot, character, setting) and techniques.

**Techniques and Elements**

*Students will be able to:*

**2.3.2** identify key elements, including plot, setting, and characterization, and techniques, such as colour, music, and speed, in oral, literary, and media texts
*(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

- identify elements—including plot, setting, and characterization—in oral, literary, and media texts?
- identify techniques such as colour, speed, and music in oral, literary, and media texts?
- relate elements and techniques to effects created by authors/writers/filmmakers/artists/storytellers?

☐ **Checklists**

Develop checklists to record students' identification of specific elements and techniques studied in oral, literary, and media texts.

☐ **Work Samples**

Dvelop rubrics and checklists to assess how students' work demonstrates the understanding of story elements and techniques.

☐ **Portfolios**

Students select work samples that demonstrate their understanding of key elements and techniques.

General Outcome **2**

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.3** Understand Forms and Techniques

**Specific Outcome**

**Vocabulary**

*Students will be able to:*

**2.3.3** expand knowledge of words and word relationships, using a variety of sources

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students brainstorm words to web specific aspects of a topic of study (e.g., characteristics of mammals, birds, fish).

- The class brainstorms for alternative words for overused words found in student writing:
  - *sagen*  *murmeln*  *rufen*
    *flüstern*  *krächzen*
    *schreien*  *quaken*
  - *gehen*  *bummeln*  *marschieren*
    *galoppieren*  *hüpfen*
    *schleichen*  *springen*

- Students use a German dictionary and/or thesaurus to develop vocabulary.

- Provide explicit instruction on how to use a dictionary and thesaurus.

- Students make crossword puzzles and word searches for new vocabulary and definitions.

- Key vocabulary words are recorded on cards and sorted by students into specific categories.

- Students explore root words and how new words can be created in German.

- Students explore puns, idiomatic expressions, and proverbs in German.

- Students alphabetically divide their notebooks into sections and record new and interesting words, creating their own personal dictionary.

- Students develop word games complete with directions and rules. In peer groups, the games are tested and feedback collected.

**Vocabulary**

*Students will be able to:*

**2.3.3** expand knowledge of words and word relationships, using a variety of sources
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- identify how and why word structures change?
- understand that changes in word structures result in changes in meaning?
- use accurate word meaning according to context?

☐ **Anecdotal Records**

Record observations to document students' developing skills in understanding and use of new vocabulary and word structures.

☐ **Self-Assessments**

Students are asked to review their own understanding of word structures. They should be prepared to explain word choices in their writing.

☐ **Peer Assessments**

Students assess whether word games are playable, whether the directions are clear, whether they are fun to play, and whether they helped them build their vocabulary.

☐ **Work Samples**

Review work samples to assess students' understanding of word structure.

☐ **Portfolios**

Students select work samples that demonstrate their knowledge of, and enjoyment for, learning new words.

☐ **Paper and Pencil Cloze Texts**

Students are provided with a text that is missing words. Students are encouraged to discuss how the sentence structure and meaning clues help to determine a word in context. They complete the Cloze passage with appropriate words.

## SAMPLE **RESOURCES**

Eclipse Crossword (online), Puzzlemaker

Puzzle Maker (online)

| General Outcome | **2** | *Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.* | **2.3** Understand Forms and Techniques | GRADE **5** |

**Specific Outcome**

**Experiment with Language**

*Students will be able to:*

**2.3.4** 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

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When reading poems about the weather, students identify techniques the author used to create images and impressions.

- Students read and examine rebus books. They then write their own rebus story.

- Students read some "*Till Eulenspiegel*" stories and examine the use of word play and exaggeration, and how these contribute to the humour of the stories.

- Give students a structure for poetry (e.g., limerick, haiku, etc.). Students experiment with that structure by writing a poem.

- Students, working with a partner, try to solve riddles provided by the teacher. Students write their own riddles which they then challenge their classmates to solve.

**Experiment with Language**

*Students will be able to:*

**2.3.4** 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 *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:
– identify figures of speech, including personification, in text being listened to, viewed, or read?
– experiment with word play, repetition and rhyme to create effects?
– create effects through word and sentence choices in oral and written text?
– identify ways in which figures of speech convey meaning in oral, literary, and media texts?

☐ **Checklists**

Design checklists to assess how students use words to convey meaning or humour.

☐ **Rubrics**

With student input, create a rubric to assess student progress in identifying figures of speech and experimenting with words and sentence patterns to create effects. The Focus for Assessment criteria can be used to help design the rubric.

☐ **Portfolios**

Students choose work samples that demonstrate how they have used language to convey meaning.

---

## SAMPLE **RESOURCES**

"*Till Eulenspiegel*"

Rebus books such as *Mein erster Schultag* by Susanne Krauβ and Manfred Mai. Ravensburger Verlag. 2000. ISBN 3-473-3776-5

Books of German fables

General Outcome **2**

*Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.*

**2.3** Understand Forms and Techniques

**Specific Outcome**

**Create Original Texts**

*Students will be able to:*

**2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students choose a favourite cartoon character and write a description of what the character looks like, the character's actions, the character's personalities, and what the character says.

- Students create greeting cards, thank-you letters, and invitations to guest speakers.

- Students draft directions for making a healthy snack. They add clarity to their directions by asking a partner questions, such as:
    - *Haben wir zu viele Anweisungen?*
    - *Haben wir zu wenig?*
    - *Sind die Anweisungen deutlich?*
    - *Sind die Anweisungen in der richtigen Reihenfolge?*
    - *Haben wir alle Zutaten aufgelistet?*

- When writing a group report on Canada's link with the United States, students create a cover that relates to the content of the report, prepare an introduction and conclusion, and have chapters with headings, subheadings, and illustrations on particular topics within the report. This could also be done using *PowerPoint*.

- Students look through the writing in their journal or portfolio that focuses on events in their own lives. They expand one of those entries into a short story, play, or diorama.

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:
–   understand and use a variety of forms to create original text?
–   understand and use a variety of techniques to create original text?
–   follow a process to create original text?

☐ **Rubrics**

Create rubrics that reflect the Focus for Assessment criteria and the criteria that is set for assigned tasks.

☐ **Self-Reflections**

Students can keep records of their choices of text through checklists, and assess the final product.

☐ **Portfolios**

Portfolios, with samples of student work, provide valuable assessment information as well as opportunities for student self-reflection and self-assessment. Students choose samples of their best work to include in their portfolios. They should be prepared to explain why they choose certain work samples.

## SAMPLE **RESOURCES**

Cartoons published in daily papers

Sample rubric for *PowerPoint* projects

General Outcome **3**

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.1** Plan and Focus

**Specific Outcome**

**Use Personal Knowledge**

*Students will be able to:*

**3.1.1** summarize personal knowledge of a topic in categories to determine information needs

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students create a grocery list to match a menu for supper, for a day or for a week. Include prices from newspaper flyers to create a budget.

- Students work in small groups to choose a topic of common interest. They brainstorm everything they know about a topic. They record their ideas and facts on cards and group them into categories. They identify the information that needs to be researched.

- Students use graphic organizers, a web, or map to organize personal knowledge of a subject.

- Card Sort: Students work individually, in small groups, or as a whole class to brainstorm key words and phrases. Then the words are recorded on cards and categorized into major categories.

- After having studied a research topic such as Canada's First Nations, students categorize information on a T-chart.

| Kultur | Gegend |
|--------|--------|
|        |        |
|        |        |
|        |        |

- Present students with a partially finished graphic organizer that the students complete.

**Use Personal Knowledge**

*Students will be able to:*

**3.1.1** summarize personal knowledge of a topic in categories to determine information needs *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- reflect on personal knowledge of a topic?
- summarize personal knowledge of a topic?
- categorize information and ideas?
- use personal knowledge to identify areas for inquiry or research?
- determine information needs for inquiry or research?

☐ **Checklists**

Checklists may focus on summarization or categorization skills. Date observations and note progress over time.

☐ **Conferences**

Conference with students to determine their skills in summarizing and categorizing information. Help students identify gaps in information, misconceptions, or areas of uncertainty.

☐ **Anecdotal Records**

Focus on students' reflections on accessing personal knowledge and categorizing information needs.

☐ **Portfolios**

Students select samples such as the KWL (WML) planner and other graphic organizers to show development of their personal knowledge and understanding of a topic. Samples should be dated and included with the final product.

☐ **Work Samples**

Analyze work samples, such as card sorts, T-charts, and graphic organizers, according to established criteria.

---

## SAMPLE **RESOURCES**

German grocery flyers

**Specific Outcome**

**Ask Questions**

*Students will be able to:*

**3.1.2** formulate general and specific questions to identify information needs

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students brainstorm appropriate questions for a topic.

- Students practise asking questions by playing a game of *20 Questions* (classmates attempt to identify a hidden object or word by asking a maximum of 20 questions that can only be answered with "yes" or "no").

- Model questioning during read-aloud and discussion time. This is then practised by students on another story.

- Students learn modelled questions and practise them (e.g., *Was ist ...? Nenne ...! Wer ist ...? Glaubst du ...? Stimmt es, dass ...? Rate mal, warum ...! Sag uns, warum ...! Warum glaubst du, dass ...?*).

- Students learn to formulate questions that match specific needs (e.g., the difference between questions at the supper table versus questions at the dentist's office).

- Students dramatize situations where there is a need to ask questions (e.g., being lost, visiting a new city, making a purchase, ordering food in a restaurant, meeting an acquaintance, visiting a relative, keeping an appointment at a medical office).

- Invite students to generate a list of questions to ask a guest speaker prior to the speaker's arrival.

**Specific Outcome**

**Ask Questions**

*Students will be able to:*

**3.1.2** formulate general and specific questions to identify information needs
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- ask questions relevant to the topic?
- ask specific (narrow) questions?
- ask questions to identify information needs and provide direction for the inquiry or research?

☐ **Checklists**

Include one or two items on formulating questions and identifying information needs on a larger checklist. Date observations.

☐ **Response Journals/Reflection Logs**

Students are given regular time for recording important points in the inquiry process. Students are encouraged to formulate the general and specific questions concerning anything that they are thinking about.

☐ **Conferences**

Review and discuss with students the questions in their logs and journals.

☐ **Work Samples**

Analyze work samples to provide information on the general and specific questions a student is asking.

| General Outcome | **3** | *Students will listen, speak, read, write, view, and represent in German to manage ideas and information.* | **3.1** Plan and Focus |
|---|---|---|---|

**Specific Outcome**

**Ask Questions**

*Students will be able to:*

**3.1.2** formulate general and specific questions to identify information needs
*(continued)*

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Introduce the class to a sequence of questions following Bloom's taxonomy.

  Knowledge—*Wissen*
  *(Wann wurde die Festung Lower Fort Garry errichtet?)*

  Comprehension—*Verstehen*
  *(Was ist die Hauptidee in diesem Absatz über die Festung?*

  Application—*Anwendung*
  *(Wir bauen ein Modell von der Festung, wie machen wir das damit es realistisch aussieht?)*

  Analysis—*Analyse*
  *(Warum wurden die Festungen an Flüssen gebaut? War das in Europa am Anfang auch so?)*

  Synthesis—*Synthese*
  *(Wie war der Alltag eines Pelzhändlers? Schreibe einen Aufsatz aus seiner Sicht.)*

  Evaluation—*Bewertung*
  *(Liste Kriterien für einen guten Aufsatz, für ein naturgetreues Modell, für richtige Antworten, usw.)*

  Then, as students prepare their own research questions, they group them according to Bloom's question types.

**Ask Questions**

*Students will be able to:*

**3.1.2** formulate general and specific questions to identify information needs
*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

## Teacher's Notes

General Outcome **3**

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.1** Plan and Focus

**Specific Outcome**

**Participate in Group Inquiry**

*Students will be able to:*

**3.1.3** share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students set up a classroom aquarium and maintain an observation log that visiting primary classes can read and understand.

- Students post questions on an "*Ich frage mich*" chart on a selected topic. These are periodically reviewed, categorized, and discussed.

- Students choose an interest (e.g., sports, medicine, agriculture) and formulate relevant questions for an expert in that field. If possible, students interview the expert using their questions and report their new information to the class.

- Using the cooperative learning strategy, students ask each other questions about their topic.

- In groups, students prepare a KWL (WML) organizer to assemble their collective knowledge prior to beginning an inquiry.

**Participate in Group Inquiry**

*Students will be able to:*

**3.1.3** share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– demonstrate skills for group participation?
– demonstrate willingness to share personal knowledge of a selected topic?
– help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research?

### ☐ Checklists

Prepare a checklist of observations recorded during group discussions in a range of activities.

### ☐ Conferences

Conference with students by reviewing entries in their learning logs and reflecting on their participation in group inquiry.

### ☐ Self-Assessments

Students assess their contributions and participation in group inquiry and reflect on their group interactions following an activity.

| *Über Gruppenarbeit nachdenken* |
|---|
| *Name:* _____ |
| *Datum :* _____ |
| *Untersuchungsthema:* _____ |
| *Gruppenmitglieder:* _____ |
| 1. *Was war mein bester Beitrag zur Gruppendiskussion?* <br> *Vorschlag:* _____ <br> *Idee:* _____ <br> *Frage:* _____ <br> *Tätigkeit:* _____ |
| 2. *Warum war das mein bester Beitrag?* |
| 3. *Was ich von meiner Gruppe gelernt habe:* |
| 4. *Ein Beitrag, der mir später eingefallen ist:* |
| 5. *Was ich beim nächsten Mal besser machen kann:* |

| General Outcome **3** | *Students will listen, speak, read, write, view, and represent in German to manage ideas and information.* | **3.1** Plan and Focus |
|---|---|---|

**Specific Outcome**

**Create and Follow a Plan**

*Students will be able to:*

**3.1.4** gather and record information and ideas using a plan

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students develop questions about their topic of study, using such strategies as a KWL (WML) chart, or a 6Ws– *Wer? Was? Wie? Wann? Wo? Warum?*. They list possible resources and locations to find answers to specific questions (e.g., encyclopedia, textbooks, magazines, videos, experts, friends and family, the Internet).

- Students learn to condense (paraphrase) information from a presentation made by the teacher or a guest to the classroom.

- Provide a variety of graphic organizers or frames for students to use to access and gather information.

- Students read, listen to, or view information and record the main ideas and supporting details in point form on narrow strips of paper.

- Use thinking maps (mind maps, semantic maps, and concept organizers) to assist in recalling prior knowledge.
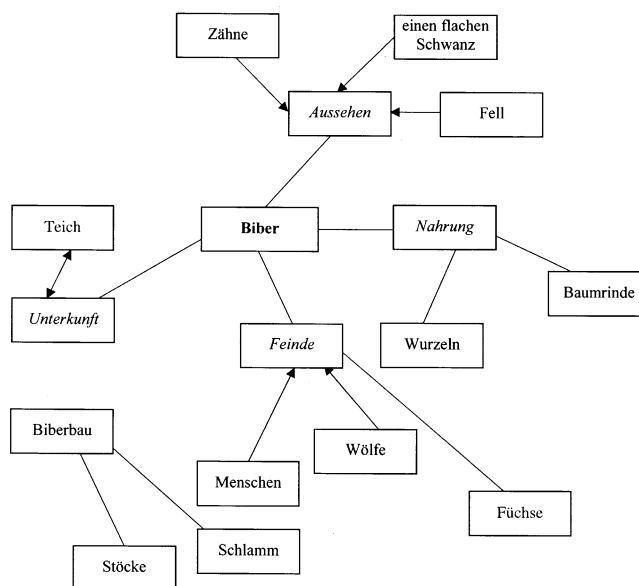
**Create and Follow a Plan**

*Students will be able to:*

**3.1.4** gather and record information and ideas using a plan *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

- use a plan that is provided or a teacher-student created plan to gather and record information for inquiry or research?
- identify factors critical to an effective plan for an inquiry (time available, purpose of inquiry, depth of investigation expected)?

☐ **Checklists**

Develop a checklist to assess students' skills in using a variety of strategies for gathering information, and selecting an appropriate strategy for recording information.

☐ **Conferences**

Conference with the students to discuss which strategies they have chosen to gather and record information.

☐ **Work Samples**

After students have had ample opportunity to practise using a variety of graphic organizers to gather and organize information and ideas, collect work samples to assess students' abilities.

General Outcome **3**

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize, Record, and Assess

**Specific Outcome**

**Identify Personal and Peer Knowledge**

*Students will be able to:*

**3.2.1** record, select, and share personal knowledge of a topic of focus inquiry or research

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students record their personal knowledge of a topic by writing words and phrases on pieces of self-stick notes that can be sorted in a variety of ways.

- Students complete prompts to consolidate, question, or review what they have learned. These are shared with classmates (e.g., *Weißt du ...? Ich frage mich, warum ... Ich möchte mehr über ... lernen. Heute ...*).

- Students prepare and share personal knowledge of a special celebration.

- Students think about their personal knowledge of a topic, listen to peers, draw what they recall from the discussion, and then share the drawing with a partner.

- Students develop a thinking map or other graphic organizer using personal knowledge about a topic. They then select particular aspects of the topic upon which to focus further.

**Identify Personal and Peer Knowledge**

*Students will be able to:*

**3.2.1** record, select, and share personal knowledge of a topic to focus inquiry or research *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– use a range of strategies for recording information?
– collaborate with others to generate information?
– demonstrate willingness to work with others in a collaborative inquiry or research project?

☐ **Checklists**

Develop a checklist from the Focus for Assessment criteria. Date and record the context of all observations.

☐ **Conferences**

Conference with students about work in progress to determine how they select, record, and share personal information.

☐ **Response Journals/Reflection Logs**

Respond to the students' dialogue journals or inquiry notebooks to help them clarify concepts and topics.

☐ **Portfolios**

Use work samples to determine whether there is progress in ability to identify and share personal knowledge on a topic.

☐ **Work Samples**

Work samples provide a range of recording methods that the students use.

| General Outcome | **3** | *Students will listen, speak, read, write, view, and represent in German to manage ideas and information.* | **3.3** Organize, Record, and Assess |
|---|---|---|---|

**Specific Outcome**

**Identify Sources**

*Students will be able to:*

**3.2.2** answer inquiry or research questions, using a variety of information sources

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When researching (e.g., a weather phenomenon such as tornadoes or hurricanes), students list possible sources to use to locate information and choose three to five of them.

  | | |
  |---|---|
  | *Sachbücher* ✓ | *Interviews* |
  | *CDs* | *Zeitschriften* |
  | *Internet* ✓ | *Dokumentarfilme* ✓ |

- Students are given organizers in advance of a field trip or develop a class chart together (*Wohin gehen wir…? Warum gehen wir…? Was möchten wir sehen …? Was ich interessant fand, war… Fragen, die ich noch habe…*).

- Invite a guest presenter or a storyteller from the German community to speak on a research topic.

- Develop with students a series of questions before interviewing someone on a topic. Students share their inquiry questions with the guest in advance.

- Invite students to record personal knowledge of a topic on a graphic organizer, and review the information to determine their information gaps. Students, with teacher guidance, are asked to fill these gaps by generating interview questions that they will ask their peers. Students work in pairs or small groups to interview peers.

- Students use research cards when gathering information on a topic under study. Invite students to brainstorm a list of inquiry questions. Each student writes one inquiry question on a research card. They record the source on the front of the card and the information they found to answer the question on the back. Students work in pairs to complete research cards and share their findings with other pairs in small groups.

- Students conduct Internet searches on German websites when researching a topic of interest. Searches should not be done on search engines such as Google. Use trusted sites only (e.g., Blindekuh).

**Identify Sources**

*Students will be able to:*

**3.2.2** answer inquiry or research questions, using a variety of information sources
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– select primary sources?
– select secondary sources?
– select and use a variety of oral, print, and other media sources independently to answer inquiry or research questions?

☐ **Checklists**

Use the Focus for Assessment criteria to develop a checklist. Date each observation and note the context.

☐ **Response Journals/Reflection Logs**

Ask students to reflect in their learning logs or inquiry notebooks on the information sources they identified to answer research/inquiry questions.

☐ **Work Samples**

Review work samples that reflect a variety of the students' information sources to answer inquiry or research questions.

General Outcome **3**

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize, Record, and Assess

**Specific Outcome**

**Evaluate Sources**

*Students will be able to:*

**3.2.3** review information to determine its usefulness to inquiry or research needs

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students follow pre-established questions to determine whether or not their information is needed.

- With students, establish criteria for determining the reliability of sources. Then, students analyze sources using forms such as the following:

> ### *Kriterien zer Bewertung von Informationsquellen*
>
> *Wer hat den Text geschrieben? (Laien? Experten?)*
> *Wo wurde er herausgegeben? (im Inland?  im Ausland?)*
> *Wer hat den Text herausgegeben? (eine Privatperson? ein Verlag? eine Firma?)*
> *Enthält der Text Abbildungen?*
> *Enthält der Text Schaubilder?*
> *Enthält der Text eine Quellenangabe?*
> *Enthältd er Text Erklärungen?*
>
> *Kann man den Inhalt gut überblicken?*
> *Kann man den Inhalt gut verstehen?*

- Students develop an Inquiry Chart with teacher guidance.

**Evaluate Sources**

*Students will be able to:*

**3.2.3** review information to determine its usefulness to inquiry or research needs
*(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– use pre-established criteria established for evaluating sources?
– self-question to determine the appropriateness of sources?
– differentiate between suitable and unsuitable information?
– access a variety of sources of information?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria to assess students' skills in determining the usefulness of information sources for inquiry, using pre-established criteria. Date and note the context of observations. Refer to the checklist at various times throughout the year to note progress over time.

☐ **Response Journals/Reflection Logs**

Ask students to reflect in their learning logs or inquiry notebooks on the information sources used for research.

General Outcome **3**

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize, Record, and Assess

**Specific Outcome**

### Access Information

*Students will be able to:*

**3.2.4** use a variety of tools to access information and ideas; use visual and auditory cues to identify important information

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When studying research topics, students find relevant information by scanning chapter headings and indices in German reference books and by using German encyclopedia guide words.

- When listening to an oral presentation, students jot down ideas for follow-up questions.

- Students attend to auditory cues such as volume, repetition, emphasis, voice-overs, music, and background music in television commercials that signal important information.

- Students hunt for hidden treasures in books. Students use an established set of questions from the teacher to locate information in a book, dictionary, atlas, text, etc.

- Students gather information on a variety of Canadian explorers using a web to record important information.

**Specific Outcome**

**Access Information**

*Students will be able to:*

**3.2.4** use a variety of tools to access information and ideas; use visual and auditory cues to identify important information *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– use textual cues such as chapter headings and guide words when accessing information from print sources?
– use auditory and visual cues to identify key ideas and information from a variety of sources?

☐ **Checklists**

Use the Focus for Assessment criteria to develop a checklist. Date each observation and note the context.

☐ **Conferences**

Discuss with students their ability to use a variety of tools and cues to access important information. Encourage students to reflect on and assess their strategies for extracting specific information. Pose questions such as:

– Did you find more or less information in German than you expected?
– What parts were easy for you?
– What kinds of problems did you have? How did you solve them?
– What did you learn about working in German that you want to remember?

**Specific Outcome**

**Access Information**

*Students will be able to:*

**3.2.4** use a variety of tools to access information and ideas; use visual and auditory cues to identify important information *(continued)*

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

## Teacher's Notes

**Access Information**

*Students will be able to:*

**3.2.4** use a variety of tools to access information and ideas; use visual and auditory cues to identify important information *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Self-Assessments**

Students complete a self-assessment questionnaire to determine their own skills at using visual cues to locate and gather information and ideas. Possible statements could be: "I use information from pictures." or "I use headings and sub-headings to determine what the text is about."

| Quellen finden und Informationen sammeln—Schülercheckliste | | | | |
|---|---|---|---|---|
| *Ich kann...* | *Super* | *OK* | *Noch nicht* | *Kommentar* |
| – *die Komputerkartei benutzen um Bücher zu finden.* | | | | |
| – *Bücher auf dem Regal finden.* | | | | |
| – *im Inhaltsverzeichnis mein Thema finden.* | | | | |
| – *im Register mein Thema finden.* | | | | |
| – *Informationen aus Schaubildern entnehmen.* | | | | |
| – *Informationen aus Landkarten entnehmen.* | | | | |
| – *Informationen aus Bildern entnehmen.* | | | | |
| – *mit Hilfe von Überschriften mein Thema finden.* | | | | |
| – *mit Hilfe von Signalwörtern im Text mein Thema finden.* | | | | |
| – *mit Hilfe von Suchmaschinen Informationen im Internet finden.* | | | | |

General Outcome **3**

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize, Record, and Assess

**Specific Outcome**

### Make Sense of Information

*Students will be able to:*

**3.2.5** recognize organizational patterns of oral, visual, and written text; skim, scan, and listen for key words and phrases

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students highlight key words and main ideas in their own notes for study and quick review.

- Students describe a picture using headings such as *Farben, Striche, Struktur, Form, Muster, Perspektive, uws*.

- Students are taught to develop a short email summary of the main ideas of a topic. They exchange emails with students in another school.

- Students summarize, in jot-note or paragraph form, topics they are studying in other subject areas. Key words and phrases in each area should be highlighted or underlined.

- Students practise identifying the meaning of an unknown word by looking at the context of the word.

- Students practise listening to and viewing conversations that may be beyond their level of understanding. Students listen for key words and phrases and observe body language to interpret meaning.

- Help students to locate information in dictionaries using the guide words at the top of the page.

**Make Sense of Information**

*Students will be able to:*

**3.2.5** recognize organizational patterns of oral, visual, and written text; skim, scan, and listen for key words and phrases *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– recognize and use organizational patterns of text to construct meaning and prepare for composing (patterns for recognition and use should include main idea and supporting detail, explanation, compare-contrast, cause-effect, and sequence)?
– skim to find general strategies?
– scan to find specific details?
– identify key words and phrases during listening?

☐ **Conferences**

Conference with students to determine whether they are able to recognize the organizational patterns that authors use to structure texts.

☐ **Work Samples**

Review students' work to assess their ability to construct meaning and organize information and to determine whether they are using various organizational patterns taught in class.

General Outcome **3**

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize, Record, and Assess

**Specific Outcome**

**Make Sense of Information**

*Students will be able to:*

**3.2.5** recognize organizational patterns of oral, visual, and written text; skim, scan, and listen for key words and phrases *(continued)*

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

## Teacher's Notes

**Make Sense of Information**

*Students will be able to:*

**3.2.5** recognize organizational patterns of oral, visual, and written text; skim, scan, and listen for key words and phrases *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

☐ **Response Journals/Reflection Logs**

After viewing the video, students reflect on the process of predicting what might have occurred next as well as whether or not their prediction was correct. Students are then asked to write about their comprehension processes. These entries may be open-ended or structured according to framed sentences. Structured entries may include the following:

*Wenn ich mir einen Film oder eine Werbung ansehe, dann*
– *denke ich an gar nichts.*
– *stelle ich mir vor, ich bin die Hauptperson.*
– *frage ich mich, was passieren wird.*
– *warte ich einfach ab, was kommt.*

*Dieses hilft mir, die Handlung zu verstehen:*
– *die Musik*
– *die Gestik der Personen*
– *die Stimmen der Personen*
– *die Beleuchtung*
– *der Kamera einstellung*
– *die Untertitel*
– *meine Fantasie*

*Am besten verstehe ich einen Film wenn...*
– *ich ihn schon einmal gesehen habe.*
– *der Lehrer ihn anhält und erklärt.*
– *ich mich frage, was passiert ist.*

---

## SAMPLE **RESOURCES**

Art Image series visuals

Discover Art series visuals

General Outcome **3**

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize, Record, and Assess

**Specific Outcome**

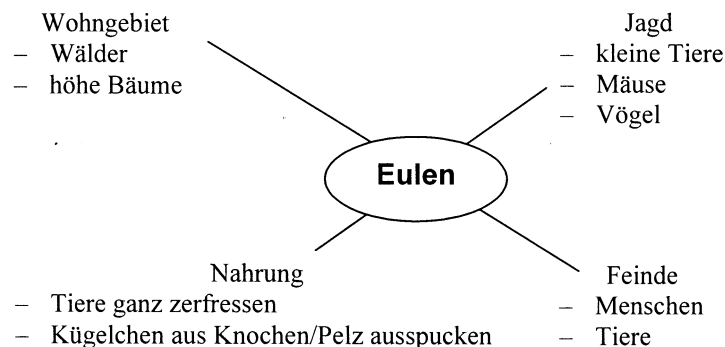**Organize Information**

*Students will be able to:*

**3.3.1** organize information and ideas into categories, using a variety of strategies

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students highlight key words and main ideas in their own notes for study and quick review.

- Students are all given the same information (e.g., a simple encyclopedia entry). Each pair of students is assigned a different way of displaying information, such as in *Tabellenform, in Igelform, als Flussdiagramm, in Kreisform, auf Kärtchen, in Begriffsreihen, in Stichpunkten mit Überbegriffen*, etc. so that they become familiar with many possible types of graphic organizers and note-taking strategies. When all the ways are displayed, the class discusses the pros and cons of different organizational methods for different purposes.

- Students create a chart to find and organize information on the physical regions of Canada.

| Wo ist das Gebiet? | Wie sieht das Gebiet aus? | Klima | Unterkunft | Bevölkerung | Industrie |
|---|---|---|---|---|---|
| | | | | | |

- Students choose the categories of food, exercise, and shelter to make a chart on caring for a dog. Students develop questions to find relevant information (e.g., What size is the dog? How active is the dog? Does the dog live inside or outside?).

- Students organize information on a class timeline to show the exploration and settlement of early Canada.

- Students use a visual organizer, such as a web, chart, diagram, or illustrations, to present information on owls. For example:

Wohngebiet
  – Wälder
  – höhe Bäume

Jagd
  – kleine Tiere
  – Mäuse
  – Vögel

**Eulen**

Nahrung
  – Tiere ganz zerfressen
  – Kügelchen aus Knochen/Pelz ausspucken

Feinde
  – Menschen
  – Tiere

**Organize Information**

*Students will be able to:*

**3.3.1** organize information and ideas into categories, using a variety of strategies
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– use strategies for organizing information and ideas in unfamiliar materials into categories such as *Wer? Was? Wie? Wann? Wo? Warum?*
– use a range of strategies for organizing information and ideas such as webbing and using graphic organizers?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria.

☐ **Anecdotal Records**

Record observations and examples of how students organize ideas and information using a variety of strategies.

☐ **Conferences**

Conferences provide opportunities to discuss specific organizational techniques and strategies with students on an individual basis.

☐ **Work Samples**

Review completed charts, maps, and webs.

☐ **Portfolios**

Students select work samples that provide evidence of their use of graphic organizers to categorize and present ideas and information gathered to answer inquiry questions. Assist students in choosing appropriate graphic organizers. Work samples should be dated to show progress over time.

General Outcome *3*

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize, Record, and Assess

---

**Specific Outcome**

**Record Information**

*Students will be able to:*

**3.3.2** record key words, phrases, and images by sub-topic; cite authors and titles of sources appropriately

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When reading for information, students jot down key words, important points, and interesting ideas in notes, lists, webs, and charts.

- Students cite sources used in a project or report, using a format like the following:

  Titel: _____

  _____

  Autor: _____

  _____

  Verlag: _____

  _____

  Datum: _____

- Students collect and record information on lifestyles in Germany under such headings as food, dress, holidays, sports, and recreation.

- Students are given an excerpt from a reference book that has no sub-topic headings. They are asked to identify the topics and decide where the publisher could place suitable headings.

- Students identify topics to be summarized. Students identify the main idea at the beginning, middle, and end of the text.

**Record Information**

*Students will be able to:*

**3.3.2** record key words, phrases, and images by sub-topic; cite authors and titles of sources appropriately *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– record notes in own words?
– make effective notes from a variety of source materials?
– use a variety of recording and note-making methods?
– cite authors and titles alphabetically and provide publication dates of sources in a bibliography?

☐ **Checklists**

Develop checklists to assess students' skills and strategies in making notes and providing references.

☐ **Work Samples**

Review notes, maps, and other graphic organizers.

☐ **Conferences**

Conference with students to discuss how their note-taking methods suit their inquiry or research projects. Ask students why they chose a particular organizational method for their notes. Use the students' learning logs to discuss the match between the questions posed and the notes compiled to answer them.

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize, Record, and Assess

**Specific Outcome**

**Record Information**

*Students will be able to:*

**3.3.2** record key words, phrases, and images by sub-topic; cite authors and titles of sources appropriately *(continued)*

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

## Teacher's Notes

**Record Information**

*Students will be able to:*

**3.3.2** record key words, phrases, and images by sub-topic; cite authors and titles of sources appropriately *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Portfolios**

Students select samples of their notes along with completed projects. They include a self-reflection sheet explaining why they chose a particular piece of work. Work samples should be dated to show progress over time. A sample self-reflection sheet may include the following.

---

***Notizen machen—Selbstbeurteilung***

*Name:* _____ *Datum:* _____

*Projekttitel* _____

---

1. *Wie ich Notizen gemacht habe:*
   - *in Stichpunkten, der Reihe nach*
   - *in Stichpunkten, mit Überbegriffen*
   - *in Tabellenform*
   - *in Igelform*
   - *gar nicht*

2. *Dann habe ich die Information so geordnet:*
   - *in Tabellenform*
   - *als Flussdiagramm*
   - *in Igelform*
   - *in Kreisform*
   - *auf Kärtchen*
   - *gar nicht. Ich habe mein Projekt geschrieben, ohne vorher die Informationen zu ordnen*

3. *Auf diese Leistung bin ich stolz:* _____

4. *Das kann ich verbessern:* _____

---

General Outcome **3**

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize, Record, and Assess

**Specific Outcome**

### Evaluate Information

*Students will be able to:*

**3.3.3**  recognize gaps in the information gathered and locate any additional information needed

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students follow models (e.g., graphic organizers or chart) to record information and to see where more information is needed.

- Students watch video clips of a German TV program to gather information. Then, they research the topic using other sources to see what information was missing in the video presentation.

- Repeat the above using German TV/newspaper coverage of an international event.

- During a peer or teacher conference on a draft copy of a report, students ask and answer questions, such as:
  - *Habe ich für jede Hauptidee genug Angaben, um sie klarzumachen?*
  - *Beziehen sich alle meine Ideen wirklich auf das Thema?*
  - *Sind meine Ideen in einer logischen Reihenfolge?*
  - *Brauche ich noch mehr Schaubilder, Tabellen, Landkarten usw.?*

**Evaluate Information**

*Students will be able to:*

**3.3.3** recognize gaps in the information gathered and locate any additional information needed *(continued)*

---

**Focus for Assessment**

Does the student:
- recognize gaps in the information compiled?
- demonstrate willingness to gather additional information?
- locate additional information needed for a particular form, audience, and purpose?
- demonstrate understanding of the relationship among content, form, purpose, and audience in an inquiry or research project?

☐ **Checklists**

Observe and assess students' skills in deciding whether gathered information is suitable and sufficient to answer inquiry questions. Data should be dated and the context of the observation recorded. Review the data to inform instruction.

☐ **Conferences**

Conference with students to discuss their work in progress. Ask questions about the suitability of the information collected and provide feedback and guidance.

☐ **Peer Conferencing**

Students bring inquiry notes to class and share them with a partner.

---

TV/newspaper/Internet coverage of an international event

General Outcome *3*

*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*

**3.3** Organize, Record, and Assess

**Specific Outcome**

**Develop New Understanding**

*Students will be able to:*

**3.3.4** determine information needs during the inquiry or research process; discuss and assess inquiry or research experiences and skills

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use a class-developed set of criteria to evaluate their own research skills. For example:

> ### *Untersuchungen durchführen—Selbstbewertung*
>
> *1. Ich habe mehr als eine Quelle benutzt.*    *Ja / Nein*
> *2. Ich habe Antworten auf alle meine Untersuchungsfragen gefunden.*    _____
> *3. Ich habe alle Fragen in eigenen Worten beantwortet.*    _____
> *4. Ich habe meine Ergebnisse auch graphisch dargestellt.*    _____
> *5. Ich habe Titel, Autoren, usw. in meiner Quellenangabe vollständig aufgeschrieben.*    _____
> *Bei der nächsten Untersuchungsaufgabe werde ich:*
>
> _____
> _____
> _____
> _____

**Specific Outcome**

**Develop New Understanding**

*Students will be able to:*

**3.3.4** determine information needs during the inquiry or research process; discuss and assess inquiry or research experiences and skills *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– identify and assess new knowledge gained through inquiry?
– form personal conclusions?
– generate new questions for future research or inquiry?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria.

☐ **Student Self-Assessments**

Students use a checklist of questions developed by the class to rate themselves.

– *Sind meine Hauptideen klar ausgedrückt?*
– *Habe ich Schaubilder gemacht, um Information deutlich zu zeigen?*
– *Habe ich Überschriften benutzt, um alles besser zu organisieren?*
– *Habe ich Angaben aus mehreren Quellen benutzt?*
– *Habe ich jemanden um Hilfe gebeten?*
– *Habe ich neue Fragen entdeckt?*

☐ **Anecdotal Records**

Use anecdotal records to determine students' information needs during the inquiry process and their skills at assessing inquiry experiences and skills. All observations are dated and the context recorded.

☐ **Conferences**

Conference with students using their self-assessments along with their work samples. Provide feedback on whether their self-reflections correspond with their daily work. Provide guidance and direction for future work.

**Specific Outcome**

**Develop New Understanding**

*Students will be able to:*

**3.3.4** determine information needs during the inquiry or research process; discuss and assess inquiry or research experiences and skills *(continued)*

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use a Research Checklist for self-assessment to determine information needs during the research process in order to assess their research experience and skills.

| *Informationssuche—Schülercheckliste* |
|---|
| *Name* _____ *Datum* _____ |
| *Untersuchungsthema*_____ |
| ***Planung*** |
| _____ *Ich habe das Thema verstanden.* |
| _____ *Ich habe Fragen zum Thema gestellt.* |
| _____ *Ich habe einen Plan entwickelt.* |
| |
| ***Angaben sammeln*** |
| _____ *Ich habe Informationsquellen aufgeschrieben.* |
| _____ *Ich habe Informationen gefunden.* |
| _____ *Ich habe die besten Quellen gewählt.* |
| |
| ***Notizen machen*** |
| _____ *Ich habe Informationen kurz notiert.* |
| _____ *Ich habe die Angaben in eignen Worten formuliert.* |
| _____ *Ich habe die Angaben kategorisiert.* |
| _____ *Ich habe nur die besten Angaben behalten.* |
| _____ *Wo Angaben gefehlt haben, habe ich weitergesucht.* |
| |
| ***Über meine Arbeit nachdenken*** |
| _____ *Ich habe meinen Plan durchgeführt.* |
| _____ *Ich habe meine Fragen beantwortet.* |
| |
| *Ich habe diese neuen Fähigkeiten gelernt:* _____ |
| *Beim nächsten Mal werde ich:* _____ |

| GRADE 5 | Specific Outcome | **Develop New Understanding** |
|---|---|---|
| | | *Students will be able to:* |
| | | **3.3.4** determine information needs during the inquiry or research process; discuss and assess inquiry or research experiences and skills *(continued)* |

## SAMPLE **ASSESSMENT** STRATEGIES

☐ **Portfolios**

Students include completed research/inquiry projects along with their self-assessment checklists in their portfolios. Students reflect on the entire research process and make suggestions for future work.

---

**Self-Reflection on My Inquiry or Research**

Name _____ Date _____

Inquiry/Research Title _____

1.  My best work was done for:
    _____ Planning
    _____ Collecting Information
    _____ Recording Information
2.  It was my best because _____
3.  I still need to work on _____

---

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.1** Generate and Focus

GRADE
**5**

**Specific Outcome**

**Generate Ideas**

*Students will be able to:*

**4.1.1** focus a topic for oral, written, and visual texts, using a variety of strategies

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students list words or phrases that reflect what they know about a topic.

- Students tell the main points of a topic in the form of a telephone conversation or email.

- Students record main ideas, characters, settings, and main events using a story frame, map, or story planner.

- Students brainstorm a list of possible writing topics. The topics are recorded and posted in the classroom and/or kept in student journals.

**Generate Ideas**

*Students will be able to:*

**4.1.1**   focus a topic for oral, written, and visual texts, using a variety of strategies
*(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

- demonstrate fluency in generating ideas?
- note key words and phrases?
- visually represent ideas to focus topic?
- choose ideas and information relevant to the topic?
- group information appropriately?
- include sufficient information or data?
- use a story frame, map, or planner appropriately?
- use an informal text frame appropriately?
- use pictures or diagram frames to record important ideas and information?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date and note the context of all observations. Discuss and provide feedback regarding students' skills in generating ideas and focusing on a topic.

☐ **Conferences**

Conference with students, using the Focus for Assessment to develop questions for discussion.

| General Outcome | **4** | *Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.* | **4.1** Generate and Focus |

**Specific Outcome**

**Choose Forms**

*Students will be able to:*

**4.1.2** use a variety of forms for particular audiences and purposes

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students keep a writing log where they record personal experiences, information, etc., on a regular basis.

- Students use an interview form that is developed in the classroom, to speak with an elder, parent, artist, etc.

- Students use a story planner that suits the topic as a pre-writing activity.

- Using computer software programs, students create concert programs for an upcoming school concert.

- Students examine a variety of cartoon or comic strips from German sources. Students might each select a familiar situation and create a five-to-eight frame cartoon, using several noted expressions.

- After students have listened to a German song or viewed a video, they create CD covers or video cases to promote it.

- In groups, students read a selection of German children's stories and then each select one of the following projects:
  - create a pattern book for young children
  - role-play a story
  - record a story
  - create an advertisement

- As part of a daily/weekly current events program, students, working in groups, dramatize a news story in class. As the group dramatizes, other students try to guess the 5Ws of the news story. As students guess, write out the information on the blackboard. Students record the information in their notebooks in the form of a news summary.

- Students, working in groups, plan and construct a mural to represent a narrative or informational text read in class. Planning for the mural involves deciding on the main idea, sequence of images (ideas), and supporting details.

- Students create a brochure to advertise a field trip recently completed.

GRADE
**5**

Specific
Outcome

**Choose Forms**

*Students will be able to:*

**4.1.2**   use a variety of forms for particular audiences and purposes *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– use a variety of forms for compositions which are appropriate to audience and purpose?
– discuss various forms and their intended purposes?
– consider the audience's needs?
– change oral, written, or media text into other forms (e.g., change a story into Reader's Theatre, etc.)?

☐ **Checklists**

Develop criteria for various forms and observe students as they select those that best communicate their message for particular audiences. The focus for observation for a variety of forms is listed below:

– Narratives
  Observe students' abilities to select and use one of the story planners studied in class. The story frame chosen may be used to assess students' writing of these forms.

– Reports
  Does the student:
  – include an introduction?
  – present the main idea clearly and precisely?
  – relate supporting ideas to the main idea?
  – include details that explain the ideas?
  – include a conclusion?

– Reader's Theatre
  Does the student:
  – use appropriate voice intonation to portray character?
  – use appropriate voice volume?
  – limit movement to simple gestures?

– Murals
  Does the student:
  – highlight main ideas visually?
  – sequence according to outlines or notes?
  – include specific details?

General Outcome *4*

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.1** Generate and Focus

GRADE **5**

**Specific Outcome**

**Choose Forms**

*Students will be able to:*

**4.1.2** use a variety of forms for particular audiences and purposes *(continued)*

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

## Teacher's Notes

## SAMPLE **ASSESSMENT** STRATEGIES

☐ **Rubrics**

With students, develop rubrics that describe different levels of performance related to the criteria for each assignment.

☐ **Self-Assessments/Peer Assessments**

When students work in groups to create CD covers or cartoons, ask each group to agree on three or four criteria they will use for self- and peer assessment. For example, students might focus on the following:
– *wie man mitmacht*
– *wie kreativ man ist*
– *wie vorsichtig man arbeitet*
– *wie bereit man ist, neue Ideen auszuprobieren*

They could keep these assessments in journals, portfolios, or learning logs.

☐ **Portfolios**

Students choose pieces they have composed in a variety of text forms for a variety of audiences. Students are encouraged to include sample planners with their final work.

General Outcome *4*

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.1** Generate and Focus

**Specific Outcome**

**Organize Ideas**

*Students will be able to:*

**4.1.3** develop and arrange ideas in own oral, written, and visual texts, using a variety of organizers

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Model the use of story planners before inviting students to create a new story.

- Students learn about graphic design and visual clues in photographs and pictures.

- Students recompose a prepared text in a diagram, table, graph, or map form.

- Students use echo-acting activities as models for writing their own echo-acting activities.

- Students write a paragraph about their dream vacation using a narrative paragraph frame to organize their ideas, such as the following:

---

### *Im Erzählungston schreiben*

1. *Suche dir ein interessantes Thema aus.*
2. *Überlege dir, welche Erzählerperspektive du gebrauchen wirst (Als Teilnehmer gebrauchst du 'ich'; als Zuschauer gebrauchst du 'er' oder 'sie'.)*
3. *Liste die Geschehnisse der Reihe nach auf.*
4. *Überlege dir, ob alle Sätze so deutlich und alle Wörter so effektiv wie möglich sind.*
5. *Überlege, ob der Anfang interessant ist, damit der Leser zu Ende liest.*
6. *Versichere, dass der Leser am Ende weiß, dass es das Ende ist. Vielleicht machst du eine zusammenfassende Bemerkung oder erzählst, wie sich die Hauptpersonen fühlen.*

### *Schülercheckliste*

1. ❑ *Zieht dich der Anfang in die Geschichte hinein?*
2. ❑ *Ist es deutlich, wer die Geschichte erzählt?*
3. ❑ *Gibt es eine logische Reihenfolge?*
4. ❑ *Ist die Geschichte klar und leicht zu verstehen?*
5. ❑ *Gibt es verschiedene Satzstrukturen im Text?*
6. ❑ *Kommt die Geschichte zu einem klaren Ende?*
7. ❑ *Bist du mit dem Ende zufrieden?*

---

**Specific Outcome**

**Organize Ideas**

*Students will be able to:*

**4.1.3** develop and arrange ideas in own oral, written, and visual texts, using a variety of organizers *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- identify organizational patterns in listening, reading, and viewing experiences?
- use the patterns in listening, reading, and viewing experiences as models to create his/her own oral, written, and visual texts?

☐ **Checklists or Rubrics**

Develop a checklist or rubric that addresses students' abilities to use a variety of text organizers to develop and arrange ideas in their own oral, written, and visual texts.

☐ **Reader Responses**

Provide opportunities for students to respond in visual ways, using what they have learned about visual literacy. For example, they may respond to poetry using colour, shape, and line in their representation, but not words. They may respond using mime or dance.

☐ **Self-Assessments**

Students monitor their own learning using completed graphic organizers that have been modelled by the teacher to determine whether they have effectively developed and arranged ideas in their own creations.

☐ **Conferences**

Conference with students to assist, direct, and assess their use of graphic organizers to develop and plan personal creations.

General Outcome *4*

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.1** Generate and Focus

Specific Outcome

**Organize Ideas**

*Students will be able to:*

**4.1.3** develop and arrange ideas in own oral, written, and visual texts, using a variety of organizers *(continued)*

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When preparing non-fictional writing the students use graphic organizers such as slim jims, KWL (WML), web, Venn diagrams, charts, maps, etc. (See Appendix D.)

- Students use 6Ws (*wer, wie, wo, was, wann, warum*?) to organize ideas for creating a media text.

- After reading a selected story, groups of students prepare to visual representation of the story using text and illustrations (storyboard). Suggested steps for creating a storyboard are as follows:
  1. *Überlege dir die Hauptgeschehen.*
  2. *Schreibe zu jedem Hauptgeschehen einen Satz.*
  3. *Nummeriere sie der Reihe nach.*
  4. *Zeichne zu jedem Satz ein Bild.*

- When preparing a group presentation about a research topic, students decide which illustrations, charts, artifacts, and videos would best enhance their report and engage the interest of the audience.

**Organize Ideas**

*Students will be able to:*

**4.1.3** develop and arrange ideas in own oral, written, and visual texts, using a variety of organizers *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

## Teacher's Notes

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.3** Attend to Conventions

GRADE
**5**

**Specific Outcome**

**Appraise Own and Other's Work**

*Students will be able to:*

**4.2.1** share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students brainstorm criteria for evaluating children's magazines.

| *Kriterien* | *Bewertungsskala* | | |
|---|---|---|---|
| | *schwach   ausgezeichnet    Kommentare* | | |
| | 1   2   3   4   5 | | |
| – *Inhaltsverzeichnis* | | | |
| – *Artikel* | | | |
| – *Sonderbeiträge* | | | |
| – *Zeichnungen/Graphiken* | | | |
| – *Aktivitäten* | | | |
| – *Interessenniveau* | | | |

- Students use an established checklist to revise an advertisement for a school play.

| *Inhalt* | *Ja* | *Nein* |
|---|---|---|
| *Spricht meine Werbung meiner Zielgruppe an?* | ❑ | ❑ |
| *Ist der Inhalt passend für die Zielgruppe?* | ❑ | ❑ |
| *Habe ich alle wichtigen Angaben erwähnt?* | ❑ | ❑ |
| *Sind die Illustrationen und der Schriftyp passend zum Thema?* | ❑ | ❑ |
| *Organisation* | | |
| *Ist alles in einer logischen Reihenfolge?* | ❑ | ❑ |
| *Wortwahl* | | |
| *Sind meine Wörter passend für die Zielgruppe und das Thema?* | ❑ | ❑ |
| *Rechtschreibung* | | |
| *Habe ich alles richtig buchstabiert?* | ❑ | ❑ |

- Students peer conference and use the following statements to make recommendations:
    - *Ich mag wie…*
    - *Sag mir wie…*
    - *Versuch mal…*
    - *Die Farben…*
    - *Ich verstand nicht…*
    - *Ich möchte mehr wissen über*

**Appraise Own and Others' Work**

*Students will be able to:*

**4.2.1** share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– plan and create original work using pre-established criteria?
– provide appropriate feedback to peers?
– participate in peer revision?
– use revision processes in his/her own work?
– participate in developing criteria for revision?
– use criteria to appraise his/her own and others' work?
– show interest in others' work and ideas?
– consider and use suggestions in future revisions?

### ☐ Checklists

Develop a checklist based on the Focus for Assessment criteria. Date and include the context of each observation to note progress over time. Use the data to guide instruction and conferencing.

### ☐ Rubrics

Use the Focus for Assessment criteria to create rubrics that describe levels of performance. Students should be familiar with the criteria.

### ☐ Thinking About My Composing

Encourage students to review their own creations using a self-assessment questionnaire like the sample below. This fosters self-reflection and the development of a plan for future work.

| *Über mein Schreiben nachdenken* |
| --- |
| *Name:* _____ *Datum:* _____ |
| *Mein Titel* |
| *Zwei Aspekte, auf die ich stolz bin:* |
| *Was ich zur Verbesserung gemacht habe:* |
| *Wo ich noch Verbesserungen machen kann:* |

General Outcome *4*

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.3** Attend to Conventions

**Specific Outcome**

**Appraise Own and Other's Work**

*Students will be able to:*

**4.2.1** share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria *(continued)*

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- While writing a poem about horses, a student reads a couple of lines to classmates and asks: "*Hört man in meinen Wörtern, dass das Pferd schnell rennt?*"

- Students share their creations with peers during an Author's Chair activity. Review vocabulary and tips for asking for feedback and for giving specific encouragement and constructive feedback. Post sentence frames that may serve as prompts, and offer language support during the Author's Chair interactions.

    *Für den Autor*
    *Ich brauche Hilfe mit …*
    *Was hat euch am Besten gefallen?*
    *Habt ihr Empfehlungen?*
    *Für das Publikum*
    *Ich mag …*
    *Er war interessant, wie …*
    *Erzähle mir bitte mehr über …*
    *Ich verstehe nicht ….*

**Appraise Own and Others' Work**

*Students will be able to:*

**4.2.1** share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Self-Assessments**

Have students record their feedback and suggestions on a Response Sheet.

| **Was man mir empfiehlt** |
| --- |

Name: _____ Datum _____

Texttitel_____

Feedback/Empfehlungen von anderen:

1. Klassenkamaraden

   a)   im Partnergespräch

   | Änderungsvorschläge | was ich geändert habe |
   | --- | --- |
   | | |

   b)   beim Vorlesen (Autorenstuhl)

   | Änderungsvorschläge | was ich geändert habe |
   | --- | --- |
   | | |

2. Lehrer/Lehrerin

   | Änderungsvorschläge | was ich geändert habe |
   | --- | --- |
   | | |

3. Ich als Selbstkritiker

   | Änderungsvorschläge | was ich geändert habe |
   | --- | --- |
   | | |

**General Outcome** *4*

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.3** Attend to Conventions

**Specific Outcome**

**Revise Content**

*Students will be able to:*

**4.2.2** revise to create an interesting impression and check for sequence of ideas

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When revising a piece of writing, students decide from the tone of the sentence if an exclamation mark is necessary or if a period is more appropriate.

- Students decide to add an exclamatory sentence to the beginning of a story to get the reader's attention and interest.

- Students complete a self-check guide after writing.

- Students work on Cloze exercises and try out precise nouns, powerful verbs, and vivid adjectives and adverbs.

- Using a previously written story, students rewrite the ending to create an interesting twist to their original creation.

- Students are given a simple text (e.g., from a younger grade, and in pairs add interesting detail to enhance the text).

- Invite students to help develop a class chart or checklist to be used as a revision guide for informational text.

| **Revisionsbogen** |
| --- |
| Name _____ Datum _____ <br> Titel_____ |
| ❑ Ich lese mir meinen Text laut vor, um ihn besser zu hören. <br> ❑ Mein Text ist logisch und leicht zu verstehen. <br> ❑ Ich habe genug Information, dass die Leser mein Thema verstehen können. <br> ❑ Meine Leser werden den Text interessant finden. <br> ❑ Ich habe neue Ideen und Informationen. <br> ❑ Ich habe die wichtigsten Ideen in verschiedener Form wiederholt. <br> ❑ Mein Text ist erinnerungswert. <br> ❑ Ich bin mit meiner Wortwahl zufrieden. |

**Specific Outcome**

**Revise Content**

*Students will be able to:*

**4.2.2** revise to create an interesting impression and check for sequence of ideas
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– recognize the need for revision?
– demonstrate willingness to revise his/her work?
– revise the content of his/her work?
– revise his/her work for clarity?
– organize thoughts and information for effective communication?
– ask others for specific help?
– engage in self-questioning?
– ask relevant questions?
– provide positive feedback to others?

☐ **Checklists**

Develop a revision checklist based on the Focus for Assessment criteria. Date and include the context of each observation. Use the data to guide instruction and to note progress over time.

☐ **Conferences**

Discuss with students aspects of revision such as:

– areas that presented a problem
– an action plan to implement revisions

General Outcome *4*

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.3** Attend to Conventions

GRADE
**5**

**Specific Outcome**

**Revise Content**

*Students will be able to:*

**4.2.2** revise to create an interesting impression and check for sequence of ideas
*(continued)*

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Model revision procedures on the overhead projector using grade-appropriate texts and a think-aloud process. Students participate in guided practice as a whole class, in small groups, and then individually. Students are encouraged to read aloud to themselves, ask questions, and keep a revision record up-to-date when revising work.

- Students double-space their work to aid revision. Using scissors and tape, students cut and paste text when revising their work.

- Students practise using word processing software to insert, cut, and paste text within and between documents.

**Specific Outcome**

**Revise Content**

*Students will be able to:*

**4.2.2** revise to create an interesting impression and check for sequence of ideas
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

☐ **Self-Assessment Revision Checklists**

Students self-assess and record their revising skills according to a checklist revision record. For example:

| **Zum letzten Mal revidiert—Schülercheckliste** |
| --- |
| Name _____ Datum _____ <br> Titel _____ |
| ☐ Ich habe mir meinen Text laut vorgelesen. <br> ☐ Ich habe die Reihenfolge der Angaben geändert. <br> ☐ Ich habe neue Ideen und Informationen dazugeschrieben. <br> ☐ Ich habe unwichtige Angaben gestrichen. <br> ☐ Ich habe jemand um Rat gefragt. <br> ☐ Ich habe mir den Rat angehört. |

☐ **Portfolios**

Students select work samples that show their abilities to revise for interest, ideas, and sequence. Have students date all draft copies and related checklists to be included with their piece. Students include their reflections with completed statements like the following:

| **Für die Vorzeigemappe** |
| --- |
| Ich habe diese Arbeit gewählt, weil sie deutlich zeigt, dass ich revidieren kann: <br> ☐ Ich habe den Reihenfolge der Angaben verändert, damit sie logischer ist. <br> ☐ Ich habe einfache Wörter durch stärker, effektivere ersetzt. <br> ☐ Ich habe neue Angaben hinzugebracht. <br> ☐ Ich habe weniger wichtige Angaben gestrichen. <br> ☐ _____ <br><br> Was mein Klassenpartner zu dieser Arbeit gesagt hat: _____ <br> _____ <br><br> Was mein Lehrer zu dieser Arbeit gesagt hat: _____ <br> _____ |

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.3** Attend to Conventions

GRADE
**5**

**Specific Outcome**

**Enhance Legibility**

*Students will be able to:*

**4.2.3** write legibly, and use word processing when composing and revising

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students visualize letters and use models posted in the classroom to assist in writing legibly.

- A student uses a database or chart to record books read during the year. For example:

| *Titel* | *Autor* | *Hauptsfiguren* | *Thema* | *Kommentar* |
|---------|---------|-----------------|---------|-------------|
| *Pünktchen und Anton* | *Erich Kästner* | *Pünktchen Anton Fräulein Andacht* | *Freundschaft* | *Tolles Buch! Anton hatte ein schweres Leben. Pünktchens Mutter war keine gute Mutter* |

- Students know and use such terms as backspace, delete, cut, paste, caps lock, enter, and spell check.

- Students assess the appropriate application for various computer fonts.

- Students complete a self-check list to evaluate their writing form.

**Enhance Legibility**

*Students will be able to:*

**4.2.3** write legibly, and use word processing when composing and revising
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– write legibly?
– demonstrate consistency in alignment, shape, slant, and spacing of letters?
– demonstrate an acceptable writing speed?
– demonstrate a smooth flow in letter formation in cursive handwriting?
– demonstrate pride and enjoyment in written work?
– recognize areas needing improvement in written work?
– develop a legible personal style of writing?
– choose formatting appropriate to audience, purpose?
– use templates and formatting tools to shape text on a page?
– show progress in keyboarding accurately (if technology is available)?

### ☐ **Observations/Checklists**

Develop a checklist based on the Focus for Assessment criteria. Observe students' daily work to monitor their increasing proficiency with script and text formatting on the computer. Date all observations and note progress over time. Observe students' writing fluency by examining whether the amount of production increased within a set time.

### ☐ **Work Samples**

Collect students' work samples as a record of progress over time. Student work samples might include labels, captions, poems, menus, or invitations.

General Outcome *4*

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.3** Attend to Conventions

**Specific Outcome**

**Enhance Legibility**

*Students will be able to:*

**4.2.3** write legibly, and use word processing when composing and revising

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

## Teacher's Notes

**Enhance Legibility**

*Students will be able to:*

**4.2.3** write legibly, and use word processing when composing and revising
*(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Self-Assessments**

Students engage in self-assessment to monitor their progress in creating neat, legible work. With teacher guidance, students develop a self-assessment checklist. Observe and discuss students' use of the checklist. Criteria for the checklist may include:

| Welchen Eindruck mache ich schriftlich?<br>Schülercheckliste | | |
|---|---|---|
| Name: _____ Datum: _____ | | |
| | Ja | Nein |
| Meine Buchstaben sind alle deutlich. | ☐ | ☐ |
| Meine Buchstaben sind alle gleich groß. | ☐ | ☐ |
| Der Abstand zwischen meinen Buchstaben ist gleichmäßig. | ☐ | ☐ |
| Ich halte mich an die Linien. | ☐ | ☐ |
| Der Abstand zwischen meinen Wörtern ist gleichmäßig. | ☐ | ☐ |
| Ich radiere meine Fehler vorsichtig. | ☐ | ☐ |
| Ich streiche meine Fehler vorsichtig durch. | ☐ | ☐ |
| Am Computer kann ich jetzt besser tippen als zuvor. | ☐ | ☐ |
| Mit dem Computer kann ich jetzt besser Text formatieren als zuvor. | ☐ | ☐ |
| Ich wende die Formattierungsschritte an, die ich in der Klasse lerne. | ☐ | ☐ |

General Outcome **4**

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.3** Attend to Conventions

GRADE **5**

**Specific Outcome**

**Enhance Artistry**

*Students will be able to:*

**4.2.4** choose descriptive language and sentence patterns to clarify and enhance ideas

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students make a poster to advertise a class bake sale. They brainstorm words, phrases, and design features that will provide information and encourage the reader to attend.

- Students discuss words that have more than one meaning as they are encountered in texts (e.g., the different meanings of the word *Vorstellung*—imagination, introduction, performance).

- After reading a story, students identify simple and compound sentences from selected passages shown on the overhead projector. Students look for examples of similar sentence types in their own writing.

- Students experiment with using short sentences for emphasis or to convey excitement or action, such as speed. They use longer sentences to explain cause and effect or relationships.

- Students identify descriptive words/phrases in an appropriate poem. The words/phrases are then used in complete sentences to create an explanation of the poem's imagery.

- Students, working in small groups, practise how to use descriptive words to enhance the clarity of their sentences. Provide each group with a two- or three-word sentence. Students add appropriate adjectives and adverbs both as single words and as phrases.

- Using an overhead projector, invite students to watch as you model how to combine several short sentences into longer, more interesting and complex sentences. Students, working in pairs, practise combining sentences. Students may later choose a personal piece of writing to revise by combining sentences.

**Specific Outcome**

**Enhance Artistry**

*Students will be able to:*

**4.2.4**  choose descriptive language and sentence patterns to clarify and enhance ideas
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– use specific and appropriate vocabulary relevant to the topic?
– use descriptive language including adjectives and adverbs?
– use pronouns appropriately?
– express ideas clearly?
– use a variety of simple, complex, and compound sentence patterns?
– use varied sentence types (statement, questions, negative, exclamation)?
– use sentence-combining procedures?
– enjoy learning about and using descriptive language?
– enhance clarity of ideas by choosing precise words?
– enhance clarity by choosing active verbs?
– enhance clarity and artistry by choosing vivid descriptors?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Date and include the context of the observations to note progress over time.

☐ **Work Samples**

After students have received explicit instruction and guided practice in using descriptive words and varied sentence patterns, observe students' original oral and written texts for their use of descriptive words and varied sentence patterns.

☐ **Portfolio Conferences**

With student input, review and discuss progress in using descriptive language and a variety of sentence patterns in their work over time.

General Outcome *4*

Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.

**4.3** Attend to Conventions

GRADE
**5**

**Specific Outcome**

**Enhance Artistry**

*Students will be able to:*

**4.2.4** choose descriptive language and sentence patterns to clarify and enhance ideas
*(continued)*

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students, working with a partner, choose a story they have read in class, and complete a story pyramid using the following format and instructions.

    *1. Zeile: in einem Wort das Thema/die Hauptperson nennen.*

    *2. Zeile: in 2 Wörtern den Schauplatz beschreiben.*

    *3. Zeile: in 3 Wörtern eine Figur beschreiben.*

    *4. Zeile: in 4 Wörtern ein Geschehen beschreiben.*

    *5. Zeile: in 5 Wörtern ein anderes Geschehen beschreiben.*

    1. _____
    2. _____ _____
    3. _____ _____ _____
    4. _____ _____ _____ _____
    5. _____ _____ _____ _____ _____

- Provide students with a list of transition or signal words that could be placed in their writing folders.

- With student input, develop lists of words that students may use to clarify and enhance their original texts. As the words are brainstormed, they can be placed in categories such as the ones in Appendix V.

| Signal or Transition Words | |
|---|---|
| *Signalwörter, die Ideen verbinden* | *Signalwörter, die Vergleiche ziehen* |
| *Signalwörter, die Reihenfolgen ausdrücken* | *Signalwörter, die Ideen entwickeln und zusammenfassen* |

**Enhance Artistry**

*Students will be able to:*

**4.2.4** choose descriptive language and sentence patterns to clarify and enhance ideas
*(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

## Teacher's Notes

General Outcome *4*

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.3** Attend to Conventions

**Specific Outcome**

**Enhance Presentation**

*Students will be able to:*

**4.2.5** prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts, and diagrams, that engage the audience

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When reading a poem about a friend moving away, a student chooses sad music to enhance the emotion expressed in the poem.

- Students prepare a *PowerPoint* presentation about Germany.

- Students include music, slides, pictures, sound effects, drama, or dance to enhance clarity and understanding.

- Students use a paint program to illustrate a short story they have written.

- Model how to create the physical layout and organize a piece of work using an overhead projector or large chart paper to plan and rearrange text format and illustrations. Demonstrate the thinking process by verbalizing as you work.

- A student writes a poem about a castle and chooses an Old English style font to publish the poem. Another student uses a plain font and selects a cowboy border to go with a poem about a farm.

- Students, together with the teacher, establish criteria for a presentation/project.

**Enhance Presentation**

*Students will be able to:*

**4.2.5**  prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts, and diagrams, that engage the audience *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- organize compositions and effects appropriately?
- produce legible and neat texts?
- demonstrate a growing ability to use a variety of media for compositions, presentations, projects, and reports?
- experiment with text formats?
- create attractive and legible visuals (pictures, graphs, charts)?
- integrate visuals within the text appropriately?
- experiment with sound effects?
- integrate sound effects within the text appropriately?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Observe students during the composing process. Date and include the context of the observation to note progress over time. The data is used to guide instruction.

☐ **Role-Play/Presentations**

When students make presentations and engage in dialogues they have practised, criteria may focus more on fluency and accuracy than when they are involved in spontaneous activities. For prepared presentations, criteria might include:
- presentation is fluent
- message is comprehensible
- pronunciation and intonation are appropriate and support communication
- information is appropriate and relevant
- grammar is correct

☐ **Self-Assessments**

With student input, use rubrics developed during instruction to assess the organization, neatness, and integration of visual and audio effect. Students identify and discuss their strengths and needs according to the rubric.

☐ **Portfolios**

Students select samples of completed work that reflect their attempts at enhancing their original texts. Samples should reflect progress over time and students should provide reasons for their choices.

☐ **Conferences**

Conference with students about their texts. Use data from checklists, rubrics, and self-assessments to guide the conference. Provide encouragement and positive feedback.

| General Outcome *4* | *Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.* | **4.3** Attend to Conventions |

**Specific Outcome**

### Grammar and Usage

*Students will be able to:*

**4.3.1** edit to eliminate sentence fragments and run-on sentences

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Put anonymous rough copies of students' work on the overhead and the class edits the work together.

- Invite students to edit an age-appropriate text using the overhead projector.

- Students learn and use peer-editing strategies.

- Students practise editing with modelled examples.

- Provide students with exercises for practice opportunities.

- Invite students to edit a daily message written on the chalkboard or overhead that contains incomplete sentences. As students gain experience and practice with this activity, they may assume the responsibility of writing the message for the class Daily Edit.

- Students work in pairs to edit one another's original text for complete sentences. Each student has a copy of another's work. Students take turns reading their work while their partner monitors it for complete sentences. Authors then make suggested changes independently.

- Students check their writing to make sure they have used the past, present, and future tenses appropriately. For example:
  - *Gestern spielte Nick im Tor.*
  - *Nick spielt bei meiner Fußballmannschaft.*
  - *Morgen wird Nick wieder im Tor spielen.*

**Grammar and Usage**

*Students will be able to:*

**4.3.1**   edit to eliminate sentence fragments and run-on sentences *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– demonstrate willingness to edit written compositions?
– demonstrate competency in editing in his/her own and others' work?
– identify a complete sentence?
– eliminate sentence fragments?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria to record students' skills in editing for complete sentences. Use the data to guide instruction.

☐ **Peer Editing**

Observe as students work in pairs to edit a text for complete sentences. Each student has a copy of the other's work. Students take turns reading their work while the partner monitors it to suggest changes.

☐ **Conferences**

Use completed checklists and students' work samples to conference with students about the progress in editing for complete sentences.

General Outcome *4*

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.3** Attend to Conventions

**Specific Outcome**

**Spelling**

*Students will be able to:*

**4.3.2** 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

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students check their own writing against a chart or handbook to ensure they have the correct spelling.

- To confirm the correctness of the spelling of words, students:
  - check on class charts/in dictionaries/in other texts
  - use a spell checker
  - ask other students.

- Students use personal ways of remembering problem words.

- For reference, students keep a personal or class list of commonly misspelled words.

- Students check words they think they have misspelled by using personal dictionaries, class posters, and dictionaries, and by asking classmates who are good spellers.

- Using an overhead project, students, with teacher guidance, read a classmate's text looking for, discussing, and correcting misspelled words.

- Students closely listen as the teacher models correct pronunciation of words and shares how words can be easily misspelled if they are not correctly or clearly pronounced.

- Students work in pairs to edit one another's work for misspelled words. Each student has a copy of his/her partner's work. Students read the piece together to identify misspelled words. Reading from the end of the text to the beginning may help some students focus on the spelling.

- With student input, prepare a class list of irregular words that students may have difficulty spelling. This list is displayed in the classroom and is added to as new words are encountered. This list may be made into individual student bookmarks.

GRADE
5

Specific
Outcome

**Spelling**

*Students will be able to:*

**4.3.2** 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 *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– use vowel digraphs?
– use the *ß* and *Umlaute* correctly?
– use long and short vowel patterns and vowel combinations?
– know and apply spelling conventions using a variety of strategies?
– use structural analysis or the knowledge of word parts such as prefixes, roots, and suffixes?
– use syllabication skills?
– know and apply visual memory strategies to recall visual configuration or shapes of words and sequences of letters?
– know and apply spelling patterns when editing and proofreading?
– predict the spelling of unfamiliar words using strategies and a problem-solving approach?
– confirm spelling of unfamiliar words using a variety of resources to confirm correctness?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria for assessing students' daily work to determine their developing skills and attitudes in using spelling strategies.

☐ **Pre- and Post-Spelling Tests**

Together with students, analyze pre- and post-tests to determine areas of difficulty and to decide on effective spelling strategies.

☐ **Conferencing**

Interview students using their personal spelling list entries as a guide. Use the following questions:

– Why is spelling important?
– What do you do when you do not know how to spell a word?
– What do you do when you have not spelled a word correctly?
– What spelling do you have?

Use student responses to guide instruction.

☐ **Portfolios**

Students choose a range of written samples that show progress in spelling over time. Students should periodically study their samples to determine their spelling progress and to generate common spelling rules.

General Outcome **4**

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.3** Attend to Conventions

**Specific Outcome**

**Capitalization and Punctuation**

*Students will be able to:*

**4.3.3** know and use writing conventions, and apply these conventions when editing and proofreading

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When writing, students refer to a writers' handbook or a chart created by the teacher and class to explore the uses of capital letters (e.g., for nouns in titles, headings, and subheadings).

- Students refer to novels they have read to find models for the correct use of quotation marks in dialogue. Students view an overhead transparency of a passage from a familiar novel. The passage contains a conversation between two characters and has been rewritten without using paragraphs. Students discuss how difficult it is to identify the speakers. After teacher modelling, they paragraph the rest of the passage to indicate the conversation between the two speakers.

- Use samples of students' writing with permission to demonstrate the proper use of punctuation and capitalization.

- Provide passages of choral readings for students to practice in small groups. Students concentrate on pausing at commas and periods, and using appropriate inflections and intonation when encountering question marks and exclamation points.

- Students, working in small groups, look at selections of German children's literature to find examples of the various uses of capital letters, commas, quotation marks, and other punctuation. The findings are shared and discussed with others.

- With the class, create a list of "expected" writing conventions done in German ("What does a good piece of writing include?"). The list remains posted in the classroom for reference. It should be noted in the list that conventions for capitalization and punctuation between German and English differ to some degree.

**Capitalization and Punctuation**

*Students will be able to:*

**4.3.3** know and use writing conventions, and apply these conventions when editing and proofreading *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– recognize that commas are used for a variety of purposes?
– use commas correctly?
– use quotation marks in written work?
– identify and use proper capitalization?
– punctuate compound sentences, headings, and titles?
– work with peers in editing and revising?
– recognize errors in capitalization and punctuation when editing written work?

☐ **Checklists**

Use checklists based on the Focus for Assessment criteria to determine students' development of proofreading and editing skills. Use checklists throughout the year to note progress over time.

☐ **Student-Teacher Conferences**

Conference with students about their editing and proofreading. Provide feedback and encourage accurate punctuation. Help students listen to themselves as they read their work to insert appropriate punctuation. Arrange an editing mini-lesson with students to focus on a skill, such as how and when to use quotation marks.

☐ **Peer Conferences**

Have students photocopy their work and give a copy to a peer. The student reads her or his work aloud while the peer edits or proofreads for capitalization and punctuation. The peer editor gives positive and corrective feedback.

General Outcome **4**

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.3** Attend to Conventions

**Specific Outcome**

**Capitalization and Punctuation**

*Students will be able to:*

**4.3.3** know and use writing conventions, and apply these conventions when editing and proofreading *(continued)*

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students are trained to use a checklist for editing written work. For example:

---

**Checkliste für schriftliche Arbeit**

Schreibe deine erste Kopie/deinen ersten Entwurf.
Dann prüfe dieses alles nach:

1.  Sind alle Nomen groß geschrieben?
2.  Stimmt die Interpunktion?
3.  Sind die Artikel richtig?
4.  Sind die Artikel nach den Präpositionen richtig?
    Akkusativ: *durch, für, gegen, ohne, um*
    z.B. durch **den** Ausgang / für **ihn**
    Dativ: *aus, bei, mit, nach, seit, von, zu*
    z.B. mit **der** Frau / nach **der** Schule / von **dem** Kind
5.  Sind die Wörter richtig geschrieben?
6.  Hast du ein Komma vor den Wörtern *dass* und *weil* und hast du dann das Verb am Ende geschrieben?
    z.B. ...**, weil** es geregnet **hat**. / ...**, dass** sie klug **ist**.
7.  Hast du *sein* mit den folgenden Verben geschrieben?

    Zum Beispiel:   *ich bin*            geblieben
                        *du bist*            gefahren
                        *er/sie/es ist*    gefallen
                        *wir sind*         geflogen
                        *ihr seid*          gegangen
                        *sie sind*         gekommen
                                          gelaufen
                                            gestorben
                                            gerannt
                                            geschwommen
                                            gesprungen
                                            gestiegen
                                            gewachsen
                                            passiert

---

SAMPLE **ASSESSMENT** STRATEGIES

# Teacher's Notes

General Outcome *4*

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.4** Present and Share

**Specific Outcome**

**Share Ideas and Information**

*Students will be able to:*

**4.4.1**  prepare and share information on a topic, using print and non-print aids to engage and inform a familiar audience

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students present information about the physical regions of Canada in a variety of ways, such as:
    - posters advertising the regions
    - travel brochures, highlighting places to visit and/or cultural events
    - charts to describe features of the regions

- Students use an overhead projector to display a graphic organizer that presents information about dolphins—their habitat, habits, breeding patterns, and method of communication.

- Students use props, such as puppets, flannel boards, story aprons, costumes, and music, to catch the listeners' attention and to maintain interest during book talks.

- Students complete a prepared checklist on "Presentation Planning" to determine if they are ready for their own presentation.

- Students develop multimedia presentation using appropriate software (e.g., *PowerPoint*, *Hyperstudio*) to share information on topics they have researched.

- With teacher guidance, students create a class chart to help them organize and include categories of important information when sharing news orally. These categories should include *Wer? Was? Wann? Wo? Warum? Wie?* Categories may also include personal feelings and connections.

**Share Ideas and Information**

*Students will be able to:*

**4.4.1** prepare and share information on a topic, using print and non-print aids to engage and inform a familiar audience *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:
– follow a sequential plan?
– organize working materials logically for easy access?
– develop own guidelines?
– require teacher-directed guidelines?
– engage familiar audience's attention?
– maintain audience attention?
– use clear, fluent, and expressive language?
– look at the audience when speaking?
– assume a comfortable posture?
– use appropriate gestures?
– bring closure to the presentation?
– make good use of presentation time?
– prepare effective presentations?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria to determine students' skills in planning, preparing, and delivering presentations. Each observation is dated and the context noted. Review the checklists and note progress over time to guide conferences and instruction.

☐ **Rubrics**

Use rubrics based on the Focus for Assessment criteria, such as are found in Appendix E.

☐ **Portfolios**

Students select presentation materials for their portfolios including planning outline, draft copies, cue cards, visual aids, photos of the presentation, feedback from classmates, and self-assessment checklists.

## SAMPLE **RESOURCES**

Travel brochures from various agencies or provincial tourism centres

Posters/display material from various agencies

General Outcome *4*

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.4** Present and Share

GRADE
**5**

**Specific Outcome**

**Share Ideas and Information**

*Students will be able to:*

**4.4.1** prepare and share information on a topic, using print and non-print aids to engage and inform a familiar audience *(continued)*

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

## Teacher's Notes

GRADE
**5**

Specific
Outcome

**Share Ideas and Information**

*Students will be able to:*

**4.4.1** prepare and share information on a topic, using print and non-print aids to engage and inform a familiar audience *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Self-Assessments for an Oral Presentation**

Students complete a self-assessment questionnaire after reflecting on their oral presentation in class.

---

**Mein Referat—Schülercheckliste**

Name: _____ Datum: _____

Thema: _____

|  |  | zum Umkreisen | |
|---|---|---|---|
| 1. | Ich hatte einen Plan für mein Referat. | ja | nein |
| 2. | Ich habe diesen Plan selbst entwickelt. | ja | nein |
| 3. | Jemand hat mir mit meinem Plan geholfen. | ja | nein |
| 4. | Ich habe alle meine Arbeitssachen beisammen behalten. | ja | nein |
| 5. | Ich war die ganze Zeit gut organisiert. | ja | nein |
| 6. | Ich haben meinen Vortrag laut geübt. | ja | nein |
| 7. | Ich habe auch Schaubilder, Zeichnungen oder Mitbringsel gezeigt. | ja | nein |
| 8. | Ich habe Geräuscheffekte benutzt. | ja | nein |
| 9. | Meine Zuhörer haben sich für mein Referat interessiert. | ja | nein |
| 10. | Meine Zuhörer haben gut zugehört. | ja | nein |
| 11. | Ich habe Fragen beantwortet. | ja | nein |

12. Das Beste an meinem Referat war_____

_____

13. Das kann ich nächstes Mal besser machen:_____

_____

14. Das werde ich nächstes Mal genauso machen:_____

_____

15. Im Allgemeinen bewerte ich mein Referat_____

_____

_____

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.4** Present and Share

GRADE
**5**

**Specific Outcome**

**Effective Oral and Visual Communication**

*Students will be able to:*

**4.4.2** use gestures and facial expression to enhance oral presentations; use emphasis and appropriate pacing; arrange the presentation space to focus audience attention

---

### SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After a trial run of a Readers' Theatre presentation, students brainstorm ways of making their presentation more effective using pacing, gestures, facial expressions, and voice modulation.

- Students practise oral communication in choral reading, drama, role-playing, book talks, etc.

- Students set up role-playing situations in which they use various non-verbal cues to relate a message.

- Students, taking turns, do a simple one-minute oral presentation every day on a given topic or theme being studied (e.g., clothing, weather, news items, favourite food). They are given time to prepare in advance.

- To share a poem, students, working in small groups, decide how to present it (e.g., as a choral reading, reading over the intercom, as a posting on the school website, or any other idea they may generate).

- Students, working in small groups, rehearse a Reader's Theatre script to convey a specific assigned emotion such as joy, anger, sadness, or excitement. Each group of students in the class is assigned a different emotion but is provided with the same script. Students present the script using the appropriate expression and intonation to match the assigned emotion. Invite students to discuss how changes in volume, intonation, and expression convey meaning.

- Students play charades, paying particular attention to gestures and facial expressions.

**Effective Oral and Visual Communication**

*Students will be able to:*

**4.4.2** use gestures and facial expression to enhance oral presentations; use emphasis and appropriate pacing; arrange the presentation space to focus audience attention *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– deliver short oral presentations and reports?
– use gestures and facial expressions to enhance oral presentation?
– self-monitor pace in short presentations?
– arrange presentation space to focus audience attention?
– take risks in attempting to communicate more effectively?

☐ **Checklists**

Develop a checklist to assess students' understanding and ability to use volume, intonation, facial expressions, and gestures to support oral communication.

---

**Mündlicher Vortrag—Bewertungsscala**

Name _____  Datum _____

Titel _____

Code  **S** sehr gut
      **G** gut
      **M** minimal
      **N** nicht zu erkennen

Aspekte  Lehrer/Partner      Selbst      Leistung/Kommentar?
☐    Die Hauptpunkte sind verständlich.
☐    Die Angaben sind relevant und passen zum Thema.
☐    Es gibt interessante Einzelheiten.
☐    Es gibt eine vielzahl an Vokabeln und sprachliche Strukturen.
☐    Es wird fließend gesprochen. (Pausen sind meistens nur an
     Satzenden.)
☐    Die Fragen werden gut beantwortet.

---

☐ **Rating Scales**

Use a rating scale for peer and self-evaluation, such as the one found in Appendix E.

---

## SAMPLE **RESOURCES**

Play charades.

---

General Outcome  *4*

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.4** Present and Share

GRADE
**5**

| Specific Outcome | **Effective Oral and Visual Communication** |
|---|---|
| | *Students will be able to:* |
| | **4.4.2** use gestures and facial expression to enhance oral presentations; use emphasis and appropriate pacing; arrange the presentation space to focus audience attention *(continued)* |

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

## Teacher's Notes

GRADE
5

Specific
Outcome

**Effective Oral and Visual Communication**

*Students will be able to:*

**4.4.2**  use gestures and facial expression to enhance oral presentations; use emphasis
and appropriate pacing; arrange the presentation space to focus audience
attention *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Conferences**

Record students' oral presentations and use the recording for individual or group conferences. The observation checklist may be used to guide the conference.

☐ **Self-Assessment**

Students should be encouraged to reflect on their oral presentations and to improve their oral communication skills. Having students complete a questionnaire after viewing a recorded presentation may guide their self-reflection.

---

**Mein Vortrag—Schülerselbstbewertung**

Datum: _____ Name: _____

Thema _____

Nenne Beispiele die Folgendes beweisen:

1. Du hast Wichtiges mit deiner Stimme betont: _____
   _____

2. Du hast Wichtiges mit deinem Gesichtsausdruck betont. ____
   _____

3. Du hast Wichtiges mit deinen Handbewegungen betont.
   _____

4. Du hast Wichtiges mit deinen Körperbewegungen betont. ___
   _____

5. So hast du deine Zuschauer aufmerksam gemacht: ____
   _____

---

General Outcome **4**

*Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.*

**4.4** Present and Share

**Attentive Listening and Viewing**

*Students will be able to:*

**4.4.3** show respect for the presenter through active listening and viewing behaviours

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After listening to a presentation on smoking, a student says, "The purpose of the talk was to keep us from smoking, and there was lots of information about that, but I didn't like the way the speaker seemed to dislike smokers. My dad smokes and he tells me it's hard to quit!"

- After listening to a student talk about keeping animals in zoos, another student says, "Without zoos I never would have seen an elephant."

- Students learn supportive audience responses by helping to develop a classroom chart listing appropriate audience behaviours and referring to the chart during presentations.

- After listening to a speaker or classmate, students respond orally by stating something they learned or found interesting.

- Invite students to participate in a fish bowl activity to help teach/model appropriate and inappropriate behaviour. During a fish bowl activity, role-play with a small group of students while other students watch carefully. Then the whole group discusses the role-play to identify appropriate and inappropriate behaviours.

- Students provide written feedback to classmates after oral presentations by completing feedback forms developed by the teacher with student input.

---

**Nach dem Vortrag—Zuschauer Reaktionen**

Datum _____

Sprecher _____

Thema _____

1. Was ich interessant fand war_____
   _____

2. So hast du meine Aufmerksamkeit gelenkt:_____
   _____

3. Vielleicht könntest du beim nächsten Mal_____
   _____

Unterschrift_____

---

**Attentive Listening and Viewing**

*Students will be able to:*

**4.4.3** show respect for the presenter through active listening and viewing behaviours
*(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– show respect for the presenter?
– listen/view actively and demonstrate comprehension?
– focus on the speaker?
– use appropriate body positioning during the presentation?
– ask relevant questions?
– respond respectfully with opinions?

☐ **Anecdotal Records**

Observe and record students' audience behaviours. Date and note specific examples to determine students' developing skills in listening and responding to presentations.

☐ **Conferences**

Conference with students about the feedback slips completed by classmates. Help students consider what others have said in response to their presentations, and encourage them to consider suggestions when preparing and presenting again.

☐ **Group Self-Assessments**

Record the audience (class) during presentations. With the students, view the video and discuss audience behaviours. Individual students focus on their own behaviour and complete a self-assessment.

| **War ich ein guter Zuschauer? Schülerselbstbewertung** | ja | nein |
|---|---|---|
| 1. Ich war ruhig als geredet wurde. | ☐ | ☐ |
| 2. Ich habe den Sprecher angesehen. | ☐ | ☐ |
| 3. Meine Körpersprache zeigt, dass ich zugehört habe. | ☐ | ☐ |
| 4. Ich habe eine Frage zum Thema gestellt. | ☐ | ☐ |
| 5. Ich habe aufgepasst, als andere Fragen stellten. | ☐ | ☐ |
| 6. Ich habe positive Kommentare gemacht. | ☐ | ☐ |
| 7. Ich war ein hilfreicher Zuschauer. | ☐ | ☐ |
| 8. Was ich als guter Zuschauer gemacht habe: _____ | | |
| 9. Was ich nächstes Mal machen kann, um ein besserer Zuschauer zu sein: _____ | | |

General Outcome **5**

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.1** Develop and Celebrate Community

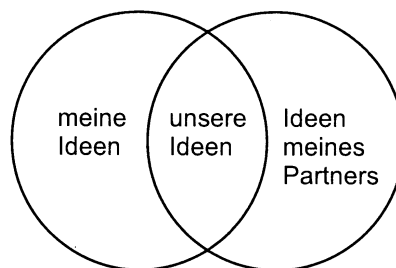**Specific Outcome**

**Share and Compare Responses**

*Students will be able to:*

**5.1.1** acknowledge differing responses to common experiences

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students read a text and are assigned roles and viewpoints for discussion.

- Students discuss their reactions to a story/novel in pairs, after studying each other's charts prepared for this purpose.

- After a field trip, students share and discuss their experiences. Provide sentence starters such as:
  *Was ich interessant fand…*
  *Ich hätte lieber…*
  *Mein Lieblingsteil war…*

- Students use the Author's Chair to share their story writing with others. Students listening to the reader are encouraged to respond positively by naming a specific aspect of the story that appealed to them (e.g., *Diese Geschichte war sehr interessant. Ich mag…Deine Bilder sind sehr schön. Du hast schöne Farben…*).

- Students, working in small groups, plan and create collages for a bulletin board display showing comparisons between their own personal experiences and those of others. Students are encouraged to use a variety of media, such as recycled newspapers and magazines.

- Invite students to brainstorm a list of interview questions to ask others about personal experiences and ideas. Students interview classmates, German teachers, family members, or German-speaking members of the community, and compare information received with their own experiences. Interviews may be recorded for use in class. Students may be asked to chart the various answers that different people gave to the same question.

- Students explore their own and others' ideas after reading a story by completing a Venn diagram. They use information generated from the Venn diagram to prepare simple oral or written summaries of the story.

**Share and Compare Responses**

*Students will be able to:*

**5.1.1** acknowledge differing responses to common experiences *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

- describe own ideas and experiences clearly?
- willingly share own ideas and experiences with the class?
- listen to others appropriately?
- accept others' ideas and experiences without judging them?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Date and record the context of the observations. Review the data to note progress over time.

☐ **Work Samples**

Analyze students' work to assess their willingness to describe personal ideas and experiences and to recognize others' points of view. Work samples may include students' self reflections or response journals.

☐ **Portfolios**

Students chose written work or graphic organizers such as Venn Diagram that illustrate comparisons between own and others' ideas and experiences.

**General Outcome** **5**

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.1** Develop and Celebrate Community

**Specific Outcome**

**Relate Texts to Culture**

*Students will be able to:*

**5.1.2**  discuss ideas, events, and figures within stories from oral, literary, and media texts from various communities

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students develop questions for an oral interview with students representing characters from different stories read in class (representing different communities).

- Students share with peers their responses to tales/legends read in class.

- While emailing with a class from Germany, students are asked to share their favourite texts (e.g., fairytale). Compare and contrast the likes and dislikes.

- Students compare cultural representations from local ethnic newspapers or newspapers from other cultures, including newspapers and magazines from Germany. Students may compare cartoons, clothing, movies, advertisements, etc.

- Students prepare Venn diagrams comparing and contrasting ideas/events/figures within texts from various communities.

GRADE
5

Specific Outcome

**Relate Texts to Culture**

*Students will be able to:*

**5.1.2** discuss ideas, events, and figures within stories from oral, literary, and media texts from various communities *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- make connections between culture and ideas represented in oral, literary, and media texts?
- recognize similarities and differences in how like ideas are presented by different cultures?
- recognize specific cultural styles or symbols in oral, literary, and media texts?
- show appreciation for similarities found in other cultures?
- show acceptance for differences found in other cultures?
- maintain active listening behaviour during discussion?
- ask appropriate questions?
- show respect for others' ideas and experiences?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Observe students in large- and small-group activities and note the context for each observation. Refer to the checklist throughout the year to note progress over time.

☐ **Anecdotal Records**

Observe students during large- and small-group discussions. Record on self-stick notes brief observations of students' skills in explaining personal perspectives on culture and ideas represented in oral, literary, and media texts.

☐ **Work Samples**

Analyze Venn diagrams, response journals, and learning logs to determine how students explore and record personal perspectives on culture represented in selected texts.

☐ **Portfolios**

Students choose work samples that reflect their best efforts in representing similarities and differences in cultures.

General Outcome **5**

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.1** Develop and Celebrate Community

Specific Outcome

**Appreciate Diversity**

*Students will be able to:*

**5.1.3** connect the experiences of individuals in oral, literary, and media texts to personal experiences

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After receiving letters from an extended family member or a pen pal in another part of the world, students write about what it might be like if that person were to come live with their family.

- Students experience the opportunity to get involved in a community project and relate their experiences to the class. They may visit a senior citizen home as volunteer readers or letter writers, assist with community fundraisers, or perform musical presentations for community groups.

- Using a T-chart or Venn diagram, students compare school experiences here to those in Germany or another country. Invite a recent immigrant from Germany to share her or his personal experiences.

- Students choose a local heroine or hero to research and prepare a short biography.

- Students bring in samples of various texts and discuss whether they are or could be based on personal experiences.

- Students contact German authors either by email or letter and invite them into the classroom to discuss where they get ideas for their stories. If authors are unable to visit the classroom, students can correspond with them by mail.

- Students use a Herringbone style of graphic organizer to chart various experiences of a character in a text examined in class, and to identify a parallel experience from their own lives

he/she
I

GRADE
**5**

Specific Outcome

**Appreciate Diversity**

*Students will be able to:*

**5.1.3** connect the experiences of individuals in oral, literary, and media texts to personal experiences *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

- compare and relate individuals and situations portrayed in texts to those in real life?
- integrate ideas from others into his/her understanding of diversity?
- recognize personal participation and responsibility in various communities?

☐ **Checklists**

Develop checklists to assess students' skills in comparing individuals and situations portrayed in oral, literary, and media texts to their own personal experiences.

☐ **Work Samples**

Review T-charts or Venn diagrams for evidence of students' skills in comparing and evaluating individuals and situations in text to real-life experiences.

## SAMPLE **RESOURCES**

Epals: pen pals from Germany

General Outcome **5**

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.1** Develop and Celebrate Community

**Specific Outcome**

**Appreciate Diversity**

*Students will be able to:*

**5.1.3** connect the experiences of individuals in oral, literary, and media texts to personal experiences *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

## Teacher's Notes

GRADE

**5**

Specific
Outcome

**Appreciate Diversity**

*Students will be able to:*

**5.1.3** connect the experiences of individuals in oral, literary, and media texts to personal experiences *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Self-Assessment**

Students may use the following questions to monitor their understanding of diversity, their personal participation, and responsibilities in a variety of communities.

| **Mitgefühl für andere—Schülerselbstbewertung** Name_____ Datum _____ | | | |
|---|---|---|---|
| **Statement** | **immer** | **manchmal** | **nie** |
| • Ich beteilige mich an Klassendiskussionen. | | | |
| • Ich beteilige mich aktiv am Leben innerhalb der Schule. | | | |
| • Ich beteilige mich aktivam Leben oder Gemeinschaften außerhalb der Schule. | | | |
| • Ich vergleiche Menschen und Erlebnisse in Texten mit Menschen und Erlebnissen im Leben. | | | |
| • Ich versuche Menschen zu verstehen, die anders sind als ich. | | | |
| • Ich lerne gerne über Menschen von anderen Ländern/Provinzen/Städten/usw. | | | |
| • Ich übernehme innerhalb der Klasse gerne Verantwortung für etwas. | | | |

General Outcome **5**

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.1** Develop and Celebrate Community

**Specific Outcome**

**Celebrate Special Occasions**

*Students will be able to:*

**5.1.4** select and use language appropriate in tone and form to recognize and honour people and events

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students compose a thank-you letter after a visit from the high school or community band.

- Students write an invitation to the Grade 1 class, asking them to come and listen to stories written specifically for them.

- Students compose a thank-you letter after someone has visited their class, school, etc.

- Students take on a role in a school-based function (e.g., Remembrance Day assembly, awards day, school tea).

- Students study the texts of songs, poems, and greetings appropriate to particular situations that honour people and events (e.g., birthday and seasonal songs).

- Following a Readers' Theatre presentation by one group, other students write short notes of congratulations.

- Students practise greeting one another, using phrases such as *Guten Tag! Guten Morgen! Hallo! Auf Wiedersehen! Tschüss*! They discuss when and where to use the appropriate greetings. Have students role-play situations where they can practise appropriate greetings.

- Students prepare an award ceremony for various characters they have encountered in texts. Pairs of students prepare a short speech to give in honour of each character.

**Specific Outcome**

**Celebrate Special Occasions**

*Students will be able to:*

**5.1.4** select and use language appropriate in tone and form to recognize and honour people and events *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

- use language appropriate in tone and form to recognize and honour people and events?
- use appropriate verbal and non-verbal language to recognize and honour people and events?
- self-monitor language use when engaged in a celebratory activity?
- observe others' language use during a celebratory event and assess his/her own language use by comparison?

☐ **Checklists**

Develop checklists that assess students' skills in responding positively to their own and others' accomplishments. All observations are dated and reviewed to note progress over time.

☐ **Anecdotal Records**

Note students' responses that acknowledge and celebrate achievements.

☐ **Self-Assessments**

Students complete self-assessments at regular intervals. These self-assessments may be placed in the students' portfolios.

| **Wie nett ich doch gewesen bin—Schülerselbstbewertung** |
|---|
| Name: _____ Datum_____ |
| Beschreibe, was du getan hast: |
| Ich habe _____ ein Kompliment gemacht. Das war für _____. |
| Ich habe mich bei _____für _____ bedankt. Das war am _____(zB Montag). |
| Ich habe _____ mit seinem/seiner/ihrem/ihrer _____ geholfen. |
| Ich habe am _____(zB Montag) eine gute Note für _____ bekommen.  Da war ich froh! |

General Outcome **5**

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.2** Encourage, Support, and Work with Others

**Specific Outcome**

**Co-operate with Others**

*Students will be able to:*

**5.2.1** distinguish between on-task and off-task ideas and behaviours in a group, and stay on task

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students learn problem-solving strategies/steps to assist them in cooperative group activities.

- Students complete self-reflection or group reflection sheets after an activity.

- Before working in a group situation, students discuss the roles and tasks of each member.

- When working in pairs, students discuss or write up a *Meine Verantwortung* task card outlining their responsibilities in the group.

- Model the language and behaviours of attentive listening, giving encouragement, praising accomplishments, and clarifying ideas and responses so students learn the language they need for cooperative group work by watching and listening carefully. Post in the classroom for student reference the vocabulary necessary for cooperative group work in German. Students practise this vocabulary through role-plays and repetition. (See Appendix B for lists of expressions.)

- Invite students to discuss expected behaviour in cooperative groups. As students share ideas, write them on a chart in German and post the chart in the classroom for reference.

**Co-operate with Others**

*Students will be able to:*

**5.2.1** distinguish between on-task and off-task ideas and behaviours in a group, and stay on task *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:
– distinguish between on-task and off-task behaviour?
– remain on-task during group work?
– use task-maintenance behaviours to help the group maintain or regard focus?
– participate in group problem-solving related to productivity and other group issues?
– demonstrate effective problem-solving techniques?

### ☐ Checklists

Use checklists based on the Focus for Assessment criteria to monitor students' cooperative behaviours. Circulate among groups during small-group work to observe behaviours.

### ☐ Conferences

Conference with cooperative learning groups to review group process, provide feedback on observations made, and discuss ways to improve the cooperative learning process.

### ☐ Self-Assessments

Students complete self-assessment forms to self-report on personal contributions to group success and use of German during group activities. Students can use checklists, diaries, or learning logs.

### ☐ Quick Check (Thumbs Up/Down)

Use a Quick Check to determine how students feel about the way they worked on a cooperative activity. Students show a "thumbs up" if their group worked well, and a "thumbs down" if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick Checks may be used when time does not permit using an extended checklist.

General Outcome  **5**

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.2** Encourage, Support, and Work with Others

**Specific Outcome**

**Work in Groups**

*Students will be able to:*

**5.2.2** assume the responsibilities for various group roles

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students work together to rearrange the set of their play so all the characters are not grouped on one side of the stage. They experiment with and assess different arrangements of props and furniture.

- One student takes on responsibility for recording the group's ideas during discussion of a story. Another student volunteers to do the pictures for the storyboard. The rest of the group sorts out roles for the presentation of the story.

- When doing a story/novel study, students take turns being the leader of the group. Students review the tasks of the leader.

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– demonstrate knowledge of various group roles and their accompanying responsibilities in co-operative group work?
– choose roles appropriate to the specific tasks?
– assume specific roles and use them in a group task?
– select and implement problem-solving strategies to maintain on-task behaviours and overall group productivity?

### ☐ Checklists

Develop checklists based on the Focus for Assessment criteria. Observe students as they engage in small-group discussions, and record student's question-asking patterns.

### ☐ Self-Assessment

Students complete self-assessments that indicate their engagement in small-group or paired discussions. Questionnaires can be created based on the following sample.

| In der Gruppe mitmachen—Schülerselbstbewertung | | | |
|---|---|---|---|
| Name: _____ Datum: _____ | | | |
| Gruppenmitglieder: _____ | | | |
| | immer | manchmal | fast nie |
| Ich höre zu wenn andere sprechen. | | | |
| Ich stelle Fragen, die zum Thema passen. | | | |
| Ich beantworte Fragen ehrlich. | | | |
| Meine Antworten passen zum Thema. | | | |
| Ich höre zu, wenn andere meine Fragen beantworten. | | | |
| Ich warte bis ich an die Reihe komme. | | | |
| Ich unterbreche andere, wenn sie sprechen. | | | |
| Ich mache negative Bemerkungen. | | | |
| Wenn ich einen Gedanken schlecht finde, reagiere ich gegen die Person, die ihn ausspricht. | | | |
| Wenn ich einen Gedanken schlecht finde, sage ich warum der Gedanke nicht gut ist. (Das geht nicht, weil...) | | | |
| Ich helfe meiner Gruppe, eine gute Diskussion zu haben. | | | |

**5** *Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.2** Encourage, Support, and Work with Others

GRADE
**5**

**Specific Outcome**

**Use Language to Show Respect**

*Students will be able to:*

**5.2.3** demonstrate sensitivity to appropriate language use when communicating orally

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Invite students to help prepare charts of appropriate language use, and post them in the classroom for future reference.

- Discuss the use of *du* versus *Sie* as a sign of respect in German. Students role-play situations and use a Fish Bowl strategy to observe and offer suggestions or comments.

- After reviewing language to show respect and consideration for others' ideas and language abilities, students create personal cartoons that illustrate these concepts. Students use both thought and speech bubbles to make their cartoons explicit.

GRADE
5

Specific
Outcome

**Use Language to Show Respect**

*Students will be able to:*

**5.2.3** demonstrate sensitivity to appropriate language use when communicating orally
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– choose and use oral language appropriate to the context?
– demonstrate knowledge of the elements that make up oral communication, including tone, register, volume, intonation, word choice, and non-verbal cues?
– demonstrate understanding with regard to socially and culturally appropriate verbal and non-verbal language use?
– monitor his/her own language use, recognizing the need for language change/adaptations for different social and cultural experiences?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

☐ **Conferences**

Conference with students to reinforce positive communication behaviours as well as to address discrepancies between students' self-assessment reports and the behaviours that are actually observed.

☐ **Anecdotal Records**

Record examples of students' behaviours that show appreciation of variations in language use. All observations should be dated.

**General Outcome** **5**

*Students will listen, speak, read, write, view, and represent in German to celebrate and build community.*

**5.2** Encourage, Support, and Work with Others

**Specific Outcome**

**Evaluate Group Process**

*Students will be able to:*

**5.2.4** assess group process, using checklists, and determine areas for development

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students complete a checklist to assess how effectively their group worked together on an assigned project.

- Students generate a list of roles and tasks for group work and, later, do a self-/group assessment.

GRADE

**5**

**Specific Outcome**

**Evaluate Group Process**

*Students will be able to:*

**5.2.4** assess group process, using checklists, and determine areas for development
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– demonstrate willingness to become involved in self-assessment of contributions to the group process?
– use checklists and other tools for self- and group assessment?
– reflect on personal behaviours and set personal goals?
– reflect on group behaviours and participate in group goal-setting?

### ☐ Checklists

Develop checklists based on the Focus for Assessment criteria, or use a grid like the following to record students' group behaviours.

| Unsere Gruppenarbeit | | | | |
|---|---|---|---|---|
| Datum: | | | | |
| Thema: | | | | |
| Namen | Zeit gut gebraucht | gut zugehört | Ideen geteilt | War hilfsbereit |
| | | | | |
| | | | | |
| | | | | |

### ☐ Response Journals/Reflection Logs

Students respond to prompts to write in journals. Such prompts could include:
– *Eine Gruppe funktioniert gut, wenn...*
– *Unsere Gruppe funktioniert am besten, wenn...*
– *Heute habe ich...*
– *Nächstes Mal helfe ich meiner Gruppe wenn ich...*

Students should engage in written dialogue to give positive feedback and suggestions for improving the effectiveness of group work.

### ☐ Testing—Whole Class
Individual accountability may be assessed through regular quizzes and tests. Regular periodic testing helps keep students aware of their responsibility to learn while they are doing group work.

### ☐ Testing—Individuals
Assess students' accountability for assigned work by calling on individual students from each group to provide an answer to a question. Select randomly.

| General Outcome **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.1** Linguistic Elements |
|---|---|---|

**Specific Outcome**

**Sound-Symbol System**

*Students will be able to:*

**6.1.1** use, independently, in oral and written situations, all elements of the sound-symbol system

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- On a regular basis, select unfamiliar vocabulary/passages for dictation, making sure to pronounce words clearly and accurately. Students listen carefully and write words/passages as they are read. In pairs or small groups, students check their work against a master list and proceed to repeat the process with only those words that were problematic or incorrect.

- Students read unfamiliar yet age-appropriate texts, choosing books from the class library and reading to another student.

- Code German books in the class library according to reading difficulty, and invite students to choose books that are appropriate for their reading level.

- Students participate in journal-writing activities.

- Students work with partners to generate a list of frequently used words that can be referenced during writing periods.

**Sound-Symbol System**

*Students will be able to:*

**6.1.1**  use, independently, in oral and written situations, all elements of the sound-symbol system *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– accurately apply knowledge of the German sound-symbol system, when reading?
– accurately apply knowledge of the German sound-symbol system when writing?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Observe students as they work with words, either orally or in written work, to determine their abilities to use the German alphabet accurately. Record and date data on a checklist. Review the data to note progress over time and to guide instruction.

☐ **Anecdotal Records**

Record students' oral reading behaviour as they read a German text. Record miscues as students read orally. Analyze students' behaviours to determine their effective and efficient use of cueing systems.

☐ **Portfolios**

Students choose work samples to show their progress in applying phonetic knowledge of German. Samples can include pre-texts, post-texts, and rough drafts. Students can discuss their progress and make observations about areas that still require improvement.

**General Outcome** *6*

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**6.1** Linguistic Elements

**Specific Outcome**

**Vocabulary**

*Students will be able to:*

**6.1.2** use vocabulary and expressions appropriately in classroom, school, and community contexts

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Model everyday greetings and expressions used in and out of school.

- Students role-play situations where various expressions are used.

- Students use correct vocabulary and expressions when operating in the classroom on a day-to-day basis. If they do not, they are not responded to, are corrected by peers or teacher, or do not receive what is requested.

- Students develop a word search or crossword using words from the text or theme being studied.

- Students write short rebus readings based on a text or theme being studied.

- Students prepare riddles for other students to solve, based on a text or theme being studied.

- Invite students to participate in a daily "Sharing Circle" activity either at the beginning or end of the school day. The activity provides the opportunity for asking and answering questions, sharing personal information, etc. Students refer to thematic vocabulary charts and/or the classroom Word Wall to support conversation.

- Students write a conversation based on questions and answers in familiar classroom and/or school situations. Students then role-play the situations.

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– use vocabulary and expressions appropriately in a variety of classroom and school contexts?
– experiment with German vocabulary and expressions?
– use vocabulary and expressions in a variety of community contexts?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Observe as students present to familiar audiences. Note the appropriate use of vocabulary and expressions. Observations should be dated and progress should be noted.

☐ **Anecdotal Records**

During Sharing Circle time, observe and make notes as students share personal information, experiences, and opinions on topics under discussion. Some criteria may include:

– application of classroom vocabulary taught/reviewed to the topics discussed
– willingness to take risks with using German
– correct language use
– student is actively engaged in the activity

☐ **Individual or Group Conferences**

Students' role-plays may be recorded and used for individual or group conferences. Use the Focus for Assessment criteria to guide the conference.

General Outcome **6**

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**6.1** Linguistic Elements

**Specific Outcome**

### Grammatical Features

*Students will be able to:*

**6.1.3** use, in **modelled** situations, specific grammatical elements:
– future tense
– prepositions with both dative and accusative
– sentence structure (subject, direct object, and indirect object)
– formal address (*Gehen Sie...*)

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

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Grammatical elements, which the student is able to use independently and consistently, are to be maintained for the duration of the student's bilingual programming.

**Specific Outcome**

**Grammatical Frames**

*Students will be able to:*

**6.1.3** use, in modelled situations, specific grammatical elements
use, in structured situations, specific grammatical elements
use, in independent situations, specific grammatical elements *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

# Teacher's Notes

| General Outcome | *6* | Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning. | **6.1** Linguistic Elements |
|---|---|---|---|

**Mechanical Features**

*Students will be able to:*

**6.1.4** use basic German mechanical features and apply these features for effect

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Print out simple sentences that have capitalization and punctuation errors. Students read the sentences and identify the errors. They then write the corrected sentences into their notebooks.

- Through Independent Writing, provide support and encourage students to experiment with and use basic mechanical features.

- As students read an assigned passage on a familiar topic, they mark all punctuation marks and capital letters with a highlighter pen. They compare their work with that of a classmate.

- Students prepare mini-lessons to share in class to review basic punctuation and capitalization.

- Students, working in small groups, study selections of children's literature to find examples of the various uses of capital letters, commas, quotation marks, and other punctuation. Students share their findings.

**Mechanical Features**

*Students will be able to:*

**6.1.4** use basic German mechanical features and apply these features for effect
*(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- use basic mechanical features correctly?
- use basic mechanical features for effect?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria, and use the checklist to assess students' proficiency in using basic mechanical features. When this checklist is used regularly throughout the year, it shows progress over time.

☐ **Conferences**

Conduct conferences with students to determine their use of basic mechanical features, such as capitalization and punctuation. Refer to available work samples.

☐ **Work Samples**

Collect work samples from students to assess their progress in meeting the criteria set out in the Focus for Assessment.

General Outcome **6**

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**6.1** Linguistic Elements

**Specific Outcome**

**Discourse Features**

*Students will be able to:*

**6.1.5** use basic German discourse features in oral, written, and visual texts, and apply these features for effect

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students are given a list of discourse (transitional vocabulary) markers such as *trotzdem, deshalb, am Anfang, am Ende....*, etc. Students practise linking related sentences using transitional vocabulary.

- Students write a paragraph using a sequence writing graphic organizer. They are provided with a list of words to use in sequencing (e.g., *zuerst, dann, später, zuletzt*, etc.).

**Specific Outcome**

**Discourse Features**

*Students will be able to:*

**6.1.5** use basic German discourse features in oral, written, and visual texts, and apply these features for effect *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– use basic discourse features orally?
– use basic discourse features in written texts?
– use basic discourse features in visual texts?
– apply basic discourse features for effect in oral, written, and visual texts?

☐ **Checklists**

Develop a simple checklist based on the Focus for Assessment criteria. When making observations, note the context and record the date.

☐ **Anecdotal Records**

Use the Focus for Assessment criteria to observe and record students' recognition and use of basic discourse features in oral, written, and visual texts. Date and note specific examples to determine students' developing skills in this area.

| General Outcome **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.2** Language Competence |
|---|---|---|

**Specific Outcome**

**Listening**

*Students will be able to:*

**6.2.1** listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students listen to and view each other's *PowerPoint* presentations of a research topic.

- Students listen to a story either read by the teacher or played from a recording, and then retell the main points of the story to a partner.

- Students are told ahead of time that they will be role-playing one character of a story so they must listen closely to the story.

- Students view a presentation by another classmate in the bilingual program. Students later retell what they heard in the presentation to their classroom teacher.

GRADE
5

Specific
Outcome

Listening

*Students will be able to:*

**6.2.1** listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– demonstrate understanding of an oral or media presentation in a structured situation?
– demonstrate understanding of an oral or media presentation in an unstructured situation?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Make observations as students listen and respond to lengthy oral or media presentations.

☐ **Conferences**

Meet with students to check on their understanding of key information they have heard during oral or media presentations.

☐ **Learning Logs**

Students record entries in a learning log following each oral presentation and discussion. The entries may include what students learned about the topic, how they felt about the ideas and information presented, and other questions they may still have about the topic. Conference with students to review responses and assess how they use their knowledge and listening strategies to learn.

| General Outcome | **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.2** Language Competence |
|---|---|---|---|

**Specific Outcome**

### Speaking

*Students will be able to:*

**6.2.2** deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured situation

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students briefly speak on a class topic. For example:

  *Mein Lieblingssport*
  *Meine Freizeitbeschäftigungen*
  *Was ich am Wochenende gemacht habe*
  *Was wir in der Schule machen*
  *Wo ich wohne, usw.*

- Students answer orally several pre-selected questions after reading a short passage in German.

- Students retell a story in their own words.

- Students share with the class special activities that they have done or will be doing (e.g., soccer game, baking, piano recital, etc.).

- Students rehearse and present common conversational scenarios that are on poster paper (e.g., going shopping, going to a movie).

- Students participate spontaneously in Sharing Circles focusing on specific topics.

GRADE
5

**Specific Outcome**

**Speaking**

*Students will be able to:*

**6.2.2** deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured situation *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– spontaneously produce an oral presentation on a familiar topic?
– produce a prepared oral presentation on a familiar topic?

### ☐ Checklists

Develop a simple checklist based on the Focus for Assessment criteria to assess students' ability to produce prepared and spontaneous oral presentations.

### ☐ Rating Scales

In its *Languages Template* document, the British Columbia Ministry of Education states that when students present information orally, it is important to note the extent to which they:

– convey messages
– use body language or visuals to help make the meaning clear
– use a range of appropriate vocabulary and structures
– volume and intonation
– pronunciation
– fluency of delivery
– completeness of information
– understand simple questions about their topic
– attempt to answer questions in German

### ☐ Anecdotal Notes

Record information about students' skills and knowledge during specific sharing situations. Date and describe the context of each sharing. Review and note progress over time. For example, during Sharing Circle time, observe students sharing personal information, experiences, and opinions on topics under discussion. Some criteria may include:

1. application of classroom vocabulary taught/reviewed to the topics discussed
2. willingness to take risks with using German
3. correct pronunciation and grammar
4. active engagement in the activity

| General Outcome | **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.2** Language Competence |
|---|---|---|---|

**Specific Outcome**

**Reading**

*Students will be able to:*

**6.2.3**  read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students choral read and discuss an article about school in Germany or a sports star.

- Students read an authentic or teacher-prepared comic strip and relate key points.

- Students read a short mystery and complete a web template of who, what, when, where, etc.

- Provide students with sentence strips on a familiar theme that they sequence to create a paragraph.

- Students recreate the main points of a test within an outline format.

- Students analyze the directions given in a recipe to understand the necessity of following the sequence of directions to attain the product.

GRADE
5

Specific
Outcome

**Reading**

*Students will be able to:*

**6.2.3** read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– read and understand the main idea of a text dealing with a familiar topic in a structured situation?
– read and understand supporting details for text dealing with a familiar topic in a structured situation?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria.

☐ **Conferencing**

Conference with students using a variety of short texts and/or series of sentences. Talk with students about the strategies they used to construct and confirm meaning. Initiate conversations with students about the cueing systems and comprehension strategies they used. Use this information to guide instruction.

| General Outcome | 6 | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.2** Language Competence |
|---|---|---|---|

**Specific Outcome**

### Writing

*Students will be able to:*

**6.2.4**   produce, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students write a journal entry.

- Students write a different ending to a story that is read in class.

- Students write a thank-you letter to a classroom visitor or read-in week reader.

- Students read a situation with a section missing in the middle of the story. They then write the missing section.

- Students write to a pen pal in a German-speaking country.

- Students produce their own version of a well-known story.

- Students "catch each other" being kind and write a note to those students they "catch."

- After listening to a set story or poem, students provide a written addition to the story or poem or write possible dialogue between two characters.

**Specific Outcome**

**Writing**

*Students will be able to:*

**6.2.4** produce, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– spontaneously produce texts on familiar topics in a structured situation?
– spontaneously produce texts on familiar topics in unstructured situations?
– require guidance to produce text on a familiar topic in a structured situation?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. All observations should be dated and the context of observations noted.

☐ **Rubrics**

With students, generate descriptors for levels of performance that guide students in creating simple texts on a familiar topic. Specific behaviours may be outlined. Students' performances based on the rubric may be placed in their portfolios.

☐ **Portfolios**

Students select samples of work that represent their ability to produce written texts in German on familiar topics. Students should be prepared to explain why they chose the texts that they did.

☐ **Work Samples**

Collect samples of students' work to look for evidence that students are:

– conveying appropriate, complete information
– using and adopting structures they have learned
– using correct spelling for familiar vocabulary
– organizing material effectively
– choosing appropriate words and expressions
– solving problems they encounter by using classroom and other resources

(*Language Template*, Ministry of Education, Skills and Training, British Columbia, 1997.)

| General Outcome **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.2** Language Competence |
| --- | --- | --- |

**Specific Outcome**

**Viewing**

*Students will be able to:*

**6.2.5**   view and understand a series of simple events and/or representations

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students look at paintings by German painters on a theme and discuss.

- Students view a calendar of events or a timetable, and explain when things are occurring.

- Students view a video with or without sound and then relate the story.

- Students study the patterns used in embroidery. They choose a simple pattern and sew a bookmark for Mother's Day.

- Students play charades (guess the sentence, career, object).

- Students sequence pictures to form a story progression.

- Students sort pictures to find why they belong or why certain ones do not belong.

- Students pantomime events from their studies or holidays (e.g., explorers journeys, opening gifts, emotional situations).

- Students read comic strips with or without words.

- Students view wordless books to note how understanding is facilitated visually.

- Students plant flowers or bean seeds and map out the series of events and stages during their growth.

- Students view a number of posters or announcements advertising upcoming events in the German community, and answer questions about the event.

**Viewing**

*Students will be able to:*

**6.2.5** view and understand a series of simple events and/or representations *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– view and understand a series of simple events?
– view and understand a series of simple representations?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Note the date and context for all observations. Review the checklists occasionally to assess progress over time and to guide instruction.

☐ **Work Samples**

Review students' work samples for evidence of understanding of simple events and representations in German.

---

## SAMPLE **RESOURCES**

Picture books

Class guest with embroidery experience

| General Outcome | 6 | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.2** Language Competence |
|---|---|---|---|

**Specific Outcome**

**Representing**

*Students will be able to:*

**6.2.6** create multiple representations of the same ideas, events and/or information

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- For a school event, students
  - create a school announcement
  - create posters
  - visit classes to advertise the event
  - take photographs for the event

- Students create a *PowerPoint* presentation including written text, maps, pictures, graphs, etc.

- Students research a career using written text, pictures, video, and a guest speaker.

- Students graph weather data.

- Students create a collage of the various cultural elements (e.g., food, holidays, music, sports, vocabulary of Great Britain, France, and United States).

- Students learn and apply symbols for editing written work. Students use editing symbols to edit a peer's writing.

- Students experiment with representing the same data (e.g., dates of historical events, in different formats, such as a timeline, a graphic organizer, a cartoon strip, a poster, etc.).

**Representing**

*Students will be able to:*

**6.2.6** create multiple representations of the same ideas, events and/or information
*(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- create multiple representations of the same ideas, events, or information?
- use a variety of representations?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria to determine abilities to create multiple representations of the same ideas, events, or information. Date each observation and include its context. Review and note progress over time to guide conferences and instruction.

☐ **Portfolios**

Students select work samples that show different ways they have organized ideas and information. Students include reasons for choosing each work sample.

**General Outcome** *6*

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**6.3** Sociocultural/ Sociolinguistic Elements

**Specific Outcome**

**Register**

*Students will be able to:*

**6.3.1** use formal and informal language in familiar situations

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students role-play meeting and greeting various officials in their classroom using the proper and acceptable greetings in each situation (e.g., clergy, government officials, school officials, other guests, parents, other students, teachers).

- Students design mini-posters showing formal and informal language in familiar situations such as at school, in church, on a field trip, greeting a guest, etc. These posters are shared in class and may be posted and discussed. The posters may be reviewed prior to inviting a guest speaker or going on a class field trip.

- Students compare a range of different greeting cards and arrange them from high to low according to their level of formality.

**Register**

*Students will be able to:*

**6.3.1** use formal and informal language in familiar situations *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- recognize characteristics of familiar and formal language?
- use formal and informal language in familiar situations?
- project his/her voice at an appropriate level?
- remain on topic?

### ☐ Checklists

Use checklists based on Focus for Assessment criteria. Date all observations and note the context.

### ☐ Conferences

Keep notes on individual students' successes and challenges in adapting language. Share notes with the student and, together, make plans to improve. Conference with students to discuss participation and personal responsibility in the classroom and school community.

### ☐ Journals

Students reflect on what they have learned about the use of appropriate words and intonations by recording their thoughts in their journals. Model the process of reflecting and provide students with sentence starters to assist them.

General Outcome **6**

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**6.3** Sociocultural/ Sociolinguistic Elements

**Specific Outcome**

**Idiomatic Expressions**

*Students will be able to:*

**6.3.2** use learned idiomatic expressions to enhance communication

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Over time, write on a chart idiomatic expressions that come up in reading and viewing activities. The chart is displayed in the classroom and students role-play conversations using the expressions for the class.

- After students are introduced to a variety of idiomatic expressions, they illustrate the literal meaning of each idiom.

- Students compare and contrast German and English idiomatic expressions for similar situations.

- Students incorporate idiomatic expressions in their writing.

**Idiomatic Expressions**

*Students will be able to:*

**6.3.2** use learned idiomatic expressions to enhance communication *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- use learned idiomatic expression to enhance communication?
- use idiomatic expressions with confidence and ease?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date all observations and note the context of the observations.

☐ **Anecdotal Notes**

Record information throughout the year about students' abilities to understand and use simple idiomatic expressions in German.

| General Outcome **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.3** Sociocultural/ Sociolinguistic Elements |
|---|---|---|

**Specific Outcome**

**Variations in Language**

*Students will be able to:*

**6.3.3**   experience a variety of regional variations in language

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students view a video or listen to a tape where Bavarian, Austrian, and Swiss dialect is spoken.

- Students learn a song from Bavaria and study the words and variation in language.

- Invite students to write about the differences they experienced when listening to and participating in activities that involved regional variations in language. Students should reflect on what they found interesting, challenging, difficult, and rewarding. They should also reflect on and record strategies they used to comprehend in order to participate in the activities.

- Students listen to variations in language in guest speakers that visit the class during read-in week or classroom visits.

GRADE

**5**

Specific
Outcome

**Variations in Language**

*Students will be able to:*

**6.3.3** experience a variety of regional variations in language *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

–   recognize regional variations in language?
–   actively participate in situations where variations of the German language are being presented?
–   demonstrate understanding of/or interest in variations of the German language?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Date and record the context of each observation. Use these data to guide instruction and conference.

☐ **Conferences**

Conference with students about their experiences listening to regional variations in language. Ask students about what was challenging and interesting, and what strategies they used to aid comprehension. Review learning logs entries during the conference.

General Outcome **6**

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**6.3** Sociocultural/ Sociolinguistic Elements

**Specific Outcome**

**Social Conventions**

*Students will be able to:*

**6.3.4** recognize simple social conventions in informal conversation (e.g., for turn-taking)

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students prepare and present a situation where they visit someone, or someone visits them.

- Students brainstorm and establish language ladders for expressing gratitude, disagreement, acceptance, refusal, etc.

- Students create a cartoon strip showing the appropriate and inappropriate use of social conventions in informal conversations. Examples of appropriate social conventions would include appropriate greetings, turn-taking, and politely disagreeing or refusing a request. Students share their cartoons in class.

- Students greet adults and school staff members who are visiting the classroom by using appropriate greetings, body stance, proximity, etc.

**Social Conventions**

*Students will be able to:*

**6.3.4** recognize simple social conventions in informal conversations (e.g., for turn-taking) *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

− recognize social conventions in informal conversations?
− use simple social conventions in information conversations?

☐ **Observations/Anecdotal Notes**

Observe and note students' skills in appropriately greeting adults and peers in the school or classroom. Note their awareness of and skill in using other appropriate social conventions when interacting with others, such as taking turns, disagreeing, interrupting, or refusing politely, etc.

☐ **Response Journals/Reflection Logs**

Students record in their journals two or three important behaviours they need to remember and practise when interacting with others in German in a variety of contexts. Provide prompts such as *Wenn ich _____, muss ich _____. Ich muss merken….*

| General Outcome *6* | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.3** Sociocultural/ Sociolinguistic Elements |

**Specific Outcome**

**Non-Verbal Communication**

*Students will be able to:*

**6.3.5** use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., eye contact)

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Informally coach students to use appropriate non-verbal behaviours on a daily basis.

- Students play charades to practise appropriate non-verbal behaviours.

- When role-playing given situations, students use actions and gestures to help convey meaning.

- When dramatizing a dialogue under study, students concentrate on using facial expressions, gestures, and actions to help convey meaning and replicate authentic conversations.

- Present examples of non-verbal communication in different situations such as drama presentations, television shows, and commercials. Students identify specific features such as facial expression, hand movements, whole-body movements, and eye contact. In small groups or as a class, discuss how specific features aided the presentation. When the students have become familiar with non-verbal cues, students can break into pairs or small groups to practise using a script provided by the teacher.

- Play clips of television shows or videos with the volume turned off in order to focus on the use of non-verbal cues while being sensitive to cultural practices and values. With students, discuss how these cues convey feelings, persuade, or express opinions. Students may be given situations to pantomime the use of non-verbal cues.

Specific Outcome

**Non-Verbal Communication**

*Students will be able to:*

**6.3.5** use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., eye contact) *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– use appropriate non-verbal behaviours in a variety of familiar contexts?
– use any inappropriate non-verbal behaviour?

☐ **Anecdotal Records**

Record examples to show how students applied knowledge of, and communicated understanding of, appropriate and inappropriate non-verbal behaviour both within and outside the school context.

☐ **Conferences**

Conference with students to check on their understanding of appropriate and inappropriate non-verbal behaviours.

☐ **Response Journals/Reflection Logs**

Following a class discussion, have students write about the difference between appropriate and inappropriate non-verbal behaviours in certain contexts based on what they viewed.

General Outcome **6**

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**6.4** Language Learning Strategies

GRADE
**5**

**Specific Outcome**

**Cognitive**

*Students will be able to:*

**6.4.1** 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)

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note:** As a part of strategic teaching, after each of the following activities, the students discuss the actual strategies they applied to complete the activity.

- Students examine a list of cognitive strategies and then brainstorm examples of strategies they have used.

- Students, working in small groups, create a Venn diagram to compare the rules of capitalization and punctuation in English and German.

- Using a familiar text passage, students highlight verbs, adjectives, and adverbs with highlighter pens and later sort these words accordingly.

- Using a familiar text passage, students identify and then categorize nouns according to their gender.

- Students play the vocabulary game *Ich packe meinen Rucksack*.

**Specific Outcome**

**Cognitive**

*Students will be able to:*

**6.4.1** 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) *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

- identify and use a variety of cognitive strategies to enhance language learning?
- group sets of things such as vocabulary or structures with similar characteristics?
- identify similarities and differences between aspects of the German and English languages?
- use graphic organizers to make information easier to understand and remember?
- associate new words with familiar ones?

☐ **Self-Assessments**

Students can use a simple list of strategies for tracking usage and frequency. See Appendix IV of the Curriculum Framework.

☐ **Checklists**

Using a list of cognitive language learning strategies such as that in Appendix IV of the Curriculum Framework, keep a list of strategies to use with guidance or independently and track some for frequency.

☐ **Portfolios and Conferencing**

Students can select pieces where organizers were used or language patterns were tracked, etc. Conference with students, reinforce the good use of strategies, and encourage the use of new strategies.

General Outcome **6**

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**6.4** Language Learning Strategies

**Specific Outcome**

**Metacognitive**

*Students will be able to:*

**6.4.2** 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)

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note:** As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- After using graphic organizers to organize information and ideas, students reflect on the effectiveness of graphic organizers in enhancing their language learning.

- Students maintain a learning log by reflecting on learning and recording major learnings on a regular basis.

- Students participate in goal-setting and self-assessment activities for listening, speaking, reading, and writing.

- Students select samples of their daily work for their portfolios to make observations and reflect on their progress in learning German.

- Invite students to discover how their daily effort in class will enhance their learning of German. At the end of the class, students are asked to rate their performance on aspects of their daily communication.

**Metacognitive**

*Students will be able to:*

**6.4.2**  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) *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– identify a variety of metacognitive strategies to enhance language learning?
– use a variety of metacognitive strategies to enhance language learning?
– reflect on listening?
– reflect on reading?
– reflect on writing?
– reflect on and participate in goal-setting activities?

### ☐ Anecdotal Records

Select four or five students per class to observe as they solve problems, monitor their language learning, reflect on their strengths and weaknesses, identify their needs, and set goals for language learning. Observations should be made over different periods of time in different learning contexts. The information gathered should be dated and be used to enhance or modify future instructions.

### ☐ Conferences

Conference with students to share observations and to invite students to share their personal reflections on their progress as a German language learner. Discuss with students areas they have identified for improvement, and provide direction, encouragement, and feedback on progress.

### ☐ Self-Assessments

At the end of class, students use checklists to rate their performance on aspects of their daily oral communication. Items may include:

– I volunteered questions and information
– I practiced new vocabulary and patterns
– I talked only in German
– I tried to correct my mistakes
– I supported and encouraged others

See Appendix E.

| General Outcome 6 | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.4** Language Learning Strategies |
|---|---|---|

**Specific Outcome**

**Social/Affective**

*Students will be able to:*

**6.4.3** 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)

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note:** As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Following a self-reflection/assessment activity, students identify an area they want to improve on. Students are grouped according to their needs/wants and work together to improve the areas identified.

- Students search out a partner with whom to complete a newspaper assignment. Students select an article from a German newspaper and identify three interesting facts to report to the class. Students present the information visually with key words and phrases in German.

- Students participate in an Author's Chair activity by reading completed works or works-in-progress to classmates. After reading, the author asks for feedback from classmates, making use of vocabulary charts compiled earlier.

**Social/Affective**

*Students will be able to:*

**6.4.3**  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) *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– identify a variety of social and affective strategies to enhance language learning (e.g., asking for
  feedback, try unfamiliar tasks)?
– use a variety of social and affective strategies to enhance language learning?
– experiment with language, vocabulary, and expressions?
– accept mistakes as a natural part of language learning?

### ☐ Checklists

Develop checklists based on the Focus for Assessment criteria. Date and note the context of all
observations. Review the checklists periodically to note progress over time.

### ☐ Anecdotal Records

When students are working on assigned tasks such as the newspaper assignment or Author's Chair,
note the extent to which they:

– approach tasks with confidence
– persevere by trying different approaches or strategies when having difficulty
– tolerate ambiguity, using the information they understand without being frustrated by gaps in
  their knowledge
– participate in the roles of author and audience.

### ☐ Self-Assessments

Students can use a simple list of strategies for tracking usage and frequency.

### ☐ Conferences

Conference with individuals or small groups of students about strategies that help them enhance their
language learning when working with others. Provide positive feedback and support to help students
identify and develop social/affective strategies.

### ☐ Portfolios

Sessions may be recorded for more detailed observations or for review with students during
conferencing.

| General Outcome **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.5** Language Use Strategies |
|---|---|---|

**Specific Outcome**

**Interactive**

*Students will be able to:*

**6.5.1** identify and use a variety of interactive strategies (e.g., assess feedback from conversation partner to recognize when the message has not been understood)

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note:** As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- In pairs, Student A gives Student B very specific instructions to do or draw something. Afterwards, debrief with students all the ways that Student A could tell whether Student B understood.

- Show students a video of two people talking where one does not understand. Debrief with students how they can tell whether the two people understand each other.

- Students have a conversation with each other. They then report how they knew whether the partner understood the conversation. *Wie weißt du, ob dein Partner versteht?*
  – *einen leeren Gesichtsausdruck*
  – *ein Lächeln*
  – *ein Kopfnicken/ ein Kopfschütteln*
  – *ein Stirnrunzeln*
  – *ein Nicken*
  – *die Augenbrauen heben*
  – *das Richtige / das Falsche tun*
  – *das Richtige / das Falsche sagen/antworten*

- Students use W5 questions to access information from conversations with another student.

- Invite students to brainstorm a list of qualities of a good listener. These are written on a chart with accompanying illustrations or visual clues. The chart is posted in the classroom for future reference.

- Each student prepares a short 30-second oral presentation on their hobbies or after-school activities. Students, working with a partner, share their oral presentations. Then they return to a large group and share something that was shared by their partner. (Variation on the Think/Pair/Share strategy.)

GRADE
5

Specific
Outcome

**Interactive**

*Students will be able to:*

**6.5.1** identify and use a variety of interactive strategies, e.g. assess feedback from conversation partner to recognize when the message has not been understood
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– interpret and use a variety of non-verbal clues to communication; e.g., mime, pointing gestures?
– indicate a lack of understanding?
– ask for clarification?
– assess feedback from a conversation partner to recognize when the message has not been understood?
– try a different tactic when communication breaks down?

### ☐ Checklists

Develop a checklist based on the Focus for Assessment criteria to conduct a more structured assessment. All observations should be dated and the context for each noted. Note progress over time.

### ☐ Anecdotal Records

Observe students during their interactions with classmates. Assessment should focus on students' abilities to interpret and use non-verbal clues to communicate, and to use strategies modelled in class when communication breaks down. Date and record the context of the observations.

### ☐ Self-Assessment

A simple list of strategies can be used by the student for tracking usage and frequency.

General Outcome *6*

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**6.5** Language Use Strategies

Specific Outcome

**Interpretive**

*Students will be able to:*

**6.5.2** identify and use a variety of interpretive strategies (e.g., use knowledge of the sound-symbol system to aid reading comprehension)

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note:** As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Using a familiar text, students complete a Cloze activity where nouns are omitted.

- Students complete a Cloze activity on a familiar topic in which verb endings have been omitted.

- Students use highlighter pens to focus on key words and concepts when reading an information text.

- Students, working in small groups, examine a collection of words and pictures related to a text or topic they will be studying in class. Students make predictions about the text and share their personal knowledge and experiences with their classmates.

**Interpretive**

*Students will be able to:*

**6.5.2**  identify and use a variety of interpretive strategies (e.g., use knowledge of the sound-symbol system to aid reading comprehension) *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:
- identify a variety of interpretive strategies to aid comprehension?
- use a variety of interpretive strategies to aid comprehension?
- use source/symbol system to aid reading comprehension?
- infer meaning of unknown words or expressions from contextual cues?

### ☐ Checklists

Create a checklist based on the Focus for Assessment criteria. Date and record the context of all observations. The data should be reviewed to note progress over time and to guide instruction.

### ☐ Anecdotal Records

Maintain running records of how students self-correct, use context cues, and make predictions to aid comprehension before and during reading. Observe students after reading to check if they can demonstrate understanding of what was read.

### ☐ Self-Assessments

Students can use a simple list of strategies for tracking usage and frequency.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**6.5** Language Use Strategies

GRADE
**5**

**Specific Outcome**

**Productive**

*Students will be able to:*

**6.5.3** identify and use a variety of productive strategies (e.g., use knowledge of sentence patterns to form new sentences)

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note:** As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Using the basic sentence structures from a dialogue or echo-acting activity, students create a new dialogue.

- Using either repetitive or cumulative stories as a model, students create their own story.

- Provide students with familiar sentence starters in written form and students complete the sentences to form a paragraph.

- After viewing different cultural texts such as alphabet books, numerical books, or holiday books, students create their own texts following a chosen pattern.

- After studying a poetic form, students follow the patterns found in the poem as a model for writing their own poem.

- Students use a variety of resources in the classroom, such as personal and commercial dictionaries, word charts, and grammar charts, to edit and revise an original text.

**Productive**

*Students will be able to:*

**6.5.3** identify and use a variety of productive strategies (e.g., use knowledge of sentence patterns to form new sentences) *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

> **Focus for Assessment**

Does the student:
- identify a variety of productive strategies to create new texts?
- use a variety of productive strategies to create new texts?
- use familiar sentence patterns to create new sentences?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

☐ **Rubrics**

Invite students to assist in creating assessment rubrics for new texts created. Some considerations should include the effective use of adjectives, adverbs, verbs, and descriptive nouns, and the students' ability to manipulate and apply knowledge of syntax, etc., in producing new texts.

☐ **Self-Assessments**

Students can use a simple list of strategies for tracking usage and frequency.

☐ **Conferences**

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the production strategies that were taught and practised in class.

| General Outcome | **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.6** General Learning Strategies |
|---|---|---|---|

**Specific Outcome**

**Cognitive**

*Students will be able to:*

**6.6.1** 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 the performance of a learning task)

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note:** As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students, working in cooperative learning groups, complete a KWL chart before, during, and after researching a topic of interest.

- Students listen to a story and make note of key words that show the sequence of events, the main idea, the setting, or character traits.

- Students brainstorm a list of questions they want answered when completing a research project.

- When conducting research on a topic of interest, students seek information through a number of sources including libraries, Internet sites, individuals, and agencies.

- After reading a short, informational article in German, students develop abbreviations or symbols for key concepts to use during note-taking.

**Specific Outcome**

**Cognitive**

*Students will be able to:*

**6.6.1** 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) *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:
- identify a variety of cognitive strategies to enhance general learning?
- use a variety of cognitive strategies to enhance general learning?
- focus on completing a learning task?
- use previously acquired knowledge or skills to assist with a new learning task?
- use graphic organizers effectively?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

☐ **Self-Assessments**

Students can use a simple list of strategies for tracking usage and frequency.

☐ **Work Samples/Portfolios**

Students select samples of completed work such as the KWL chart, mind map, or web that represent their ability to use graphic organizers effectively to help make information in German easier to understand and remember. Samples should reflect progress over time. Students should provide reasons for their choices.

*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*

**6.6** General Learning Strategies

**Specific Outcome**

**Metacognitive**

*Students will be able to:*

**6.6.2** 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)

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note:** As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students complete a given task. They brainstorm the steps they will take to complete the task (e.g., write a biography, make a fruit salad, plan a class party).

- Students create a logical plan in advance about how to approach a task.

- On a personal goal-setting form, students not only set goals, but indicate how they will achieve them and what would happen if goals were not achieved.

- Students, with teacher guidance, develop criteria for evaluating their own work.

**Metacognitive**

*Students will be able to:*

**6.6.2** 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) *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

- reflect on learning tasks with guidance?
- realize their efforts can affect their learning?
- make a plan how to approach a task?
- identify their own needs and interests?
- manage the physical environment in which they work?
- keep a learning journal, diary, or log?
- decide to attend to a learning task?
- make plans in advance or before attending to a learning task?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

☐ **Self-Assessments**

Students can use a simple list of strategies for tracking usage and frequency.

☐ **Response Journals/Reflection Logs**

Guide students to reflect on the activities and Focus for Assessment criteria. Assist students in focusing on how they are performing and to provide the language to reflect on and communicate information in German. Provide frameworks that include sentence starters and rating scales. It may be necessary to have students reflect and write journal or self-assessment entries in English on occasion for students to express their thoughts clearly and concisely.

| General Outcome **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.6** General Learning Strategies |
|---|---|---|

**Specific Outcome**

**Social/Affective**

*Students will be able to:*

**6.6.3**  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)

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note:** As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students brainstorm a list of positive statements of encouragement they can use when frustrated by a task. They then role-play a variety of situations where these expressions can be used.

- Read students a selection that contains mistakes. They correct the mistakes as they hear them and realize that it is okay to make errors.

- Students brainstorm a list of positive and encouraging statements they can use when feeling frustrated at a task. Then they role-play a variety of situations where these expressions can be used.

- Invite students to brainstorm words and phrases that would assist them in working cooperatively with other students (e.g., *Bitte wiederhole …; Ich bin dran.  Reich' mir bitte …,* etc.). These phrases are posted in the classroom for future reference.

- Students brainstorm a list of encouraging statements they can say to themselves at various times during the learning process.

**Social/Affective**

*Students will be able to:*

**6.6.3** 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) *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:
- seek help from others?
- participate in cooperative group activities?
- be willing to take risks?
- support peers to help them persevere at learning tasks?
- use self-encouragement when experiencing difficulty?

☐ **Anecdotal Records**

Observe students as they work in cooperative groups to solve problems or complete assigned tasks. Target observations by selecting four or five students per class and one or two specific outcomes to observe. Develop a data-gathering system such as a clipboard for anecdotal notes, a checklist based on the Focus for Assessment criteria, or a video or audio recorder. All observations are dated and the context of the observation is noted.

☐ **Self-Assessments**

Students can use a simple list of strategies for tracking usage and frequency.

☐ **Conferences**

Conference with individual students or with a group of students to share observations, encourage students, and provide guidance and feedback.

General Outcome 7

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**7.1** Self-Identity

Specific Outcome

**Valuing German Language and the Cultures of German-speaking Peoples**

*Students will be able to:*

**7.1.1** identify the lifelong personal benefits of German language and culture

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students complete a questionnaire about what they feel they will gain for themselves by being in the German program.
  - *Warum ist es für dich wichtig, Deutsch zu lernen?*
  - *Warum ist es für dich wichtig über deutsche Feiertage und Traditionen zu lernen?*
  - *Warum ist es für dich wichtig, etwas über deutsche Geschichte zu lernen?*

- Students prepare a brief presentation on what they want to do when they grow up, why they would chose this career, and how German might help them in this career.

- Students prepare a *PowerPoint* presentation using school photographs of cultural events and information gathered through surveying students. Using prepared interview questions, students survey other German bilingual students about what they feel are the benefits of the German program.

- Students, working in small groups, prepare a video presentation talking about the German bilingual program (e.g., cultural activities, learning German, and the benefits of learning German).

GRADE

**5**

Specific
Outcome

**Valuing German Language and the Cultures of German-speaking Peoples**

*Students will be able to:*

**7.1.1**  identify the lifelong personal benefits of German language and culture *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

- identify personal benefits of having knowledge of the German language?
- understand some of the benefits of second language learning?
- share ideas and opinions willingly?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Carefully observe students for evidence of their developing self-concepts as they interact with their classmates, work on projects, and share personal information. Date all observations and note their context. Review the checklist on a regular basis to note growth over time.

☐ **Self-Assessments**

Students complete self-assessments that indicate their recognition and appreciation of the German language and culture. Guide the students by providing prompts.

☐ **Response Journals/Reflection Logs**

After each activity, students record personal reflections in a journal. Review these entries and provide positive feedback and support where needed.

☐ **Conferences**

Conference with students to discuss participation, recognition, and appreciation of the German language and culture.

General Outcome **7** | *Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.* | **7.1** Self-Identity | GRADE **5**

**Specific Outcome**

**Valuing Bilingualism/Multiculturalism**

*Students will be able to:*

**7.1.2**  recognize the uniqueness of a bilingual/multicultural education

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After brainstorming a list of benefits of a bilingual education, students design and write a 30-second commercial for the German bilingual program, outlining its benefits and uniqueness.

- Students, working in small groups, peruse a variety of promotional materials (e.g., brochures, videos, posters) for bilingual/multicultural education. They identify key points and messages and work as a class to translate this information into German. Students create a poster, brochure, advertisement, or short commercial to promote bilingual/multicultural school programs.

**Valuing Bilingualism/Multiculturalism**

*Students will be able to:*

**7.1.2** recognize the uniqueness of a bilingual/multicultural education *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– recognize the uniqueness of bilingual/multicultural education?
– demonstrate appreciation and respect for other cultures?
– actively participate in class activities and discussions of bilingual/multiculturalism?

### ☐ Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

### ☐ Anecdotal Notes

Record examples of the students' behaviours based on the Focus for Assessment criteria. Use the data to conference with students.

### ☐ Response Journals/Reflection Logs

Students respond to prompts to write in their journals. Prompts include:

*Ein Land—viele Sprachen und Kulturen*
*Was wir heute gesehen/gelesen/gehört haben:* _____
*Was ich davon gelernt habe:* _____
*Was ich toll daran finde:* _____
*Was ich noch darüber lernen möchte:* _____

### ☐ Self-Assessments

Students complete a self-reflection following involvement in an activity involving another culture. Respond to students' self-reflections with positive feedback.

General Outcome **7**

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**7.2** German Culture

**Specific Outcome**

**Historical Elements**

*Students will be able to:*

**7.2.1** 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.)

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- On a map, students identify regions of German settlements in Canada.

- Students read an article discussing how the celebration of St. Nikolaus came to be. Then they answer written comprehension questions.

- Using a Venn diagram, students differentiate between St. Nikolaus and Santa Claus.

- Students bake St. Nikolaus cookies and learn St. Nikolaus songs.

**Historical Elements**

*Students will be able to:*

**7.2.1** 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.) *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– explore the historical roots of traditional cultural activities?
– actively participate in activities and classroom discussions?

### ☐ Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

### ☐ Anecdotal Records

Observe how the students participate in activities and experiences that reflect traditional elements of the German culture, and include the context of all the observations.

### ☐ Self-Assessments

Students complete a self-reflection following involvement in a traditional German activity. The teacher responds to the students' self-reflections with positive feedback.

### ☐ Conferences

Conference with students to discuss and provide feedback regarding their participation and experiences in traditional German cultural activities.

General Outcome **7**

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**7.2** German Culture

**Specific Outcome**

**Contemporary Elements**

*Students will be able to:*

**7.2.2** explore elements in the immediate environment that reflect the contemporary features of German culture

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students listen to German radio live on the Internet, focusing on contemporary music, news, weather, traffic reports.

- After having learned about the tradition of St. Nikolaus, students explore how St. Nikolaustag is celebrated today.

- After listening to a number of contemporary German songs, students compare and contrast contemporary music from North America versus Germany.

- After listening to a number of selections of German contemporary music, students vote their preferences and graph the results.

- Students study and learn the lyrics to a German contemporary song chosen as a favourite by the class.

- Share a biography about an interesting athlete, scientist, author, musician, or artist of German descent. Working in cooperative learning groups, students complete a follow-up activity (e.g., make a poster, create a display table, prepare an illustrated timeline, or a collage) using words and phrases highlighting that person's talents and contributions. Students invite other classes to visit and view their work.

**Contemporary Elements**

*Students will be able to:*

**7.2.2** explore elements in the immediate environment that reflect the contemporary features of German culture (see example above) *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– explore elements in the immediate environment that reflect contemporary German culture?
– actively participate in classroom activities and discussions?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

☐ **Anecdotal Records**

Observe how students participate in activities and experiences that reflect contemporary elements of the German culture, and include the context of all the observations.

☐ **Conferences**

Conference with students to discuss and provide feedback regarding their participation and experiences in contemporary German language and cultural activities.

| General Outcome | 7 | *Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.* | **7.2** German Culture |

**Specific Outcome**

**Diversity**

*Students will be able to:*

**7.2.3** explore the diversity of German culture at the school level

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students discuss various German traditions celebrated and practised, and compare similarities and differences.

- Students interview other teachers and German-speaking parents in the school, asking questions about how they celebrate German traditions. Results of the interviews are compiled, discussed, and represented on a graph or in a diagram.

GRADE

**5**

Specific
Outcome

**Diversity**

*Students will be able to:*

**7.2.3** explore diversity of German culture at the school level *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

–   explore diversity of the German language and culture?
–   demonstrate an understanding and appreciation for diversity in the German language and culture?

☐ **Checklists**

Observe students in activities where there is cultural and linguistic diversity. Develop checklists based on students' participation, recognition, and understanding of diversities. Observe students as they engage in discussion. Date and include the context of each observation.

☐ **Anecdotal Records**

Record examples of the students' behaviours based on the Focus for Assessment criteria. Use the data to conference with students.

☐ **Conferences**

Conference with students to discuss and provide feedback regarding students' skills at identifying diverse elements of the German language and culture.

☐ **Response Journals/Learning Logs**

After each activity, students record personal reflections regarding the diverse elements of the German language and culture. Review these entries and provide positive feedback and support where needed.

General Outcome **7**

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**7.2** German Culture

Specific Outcome

**Change**

*Students will be able to:*

**7.2.4** explore and reflect on change in German culture within the family and community

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students interview grandparents or other older guests to the classroom, focusing on how they celebrated German traditions when they were children. Students then compare this with if and/or how they celebrate the same tradition today.

- Students identify German cultural celebrations and traditions that exist in Canada but are not widely celebrated in Germany (e.g., *Oktoberfest, Schuhplattler*).

**Change**

*Students will be able to:*

**7.2.4** explore and reflect on change in German culture within the family and community *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– explore change in the German language and culture?
– reflect on change in the German language and culture?

☐ **Anecdotal Records**

Record examples to show how students identified changes in the German language and culture. Date and record the context of the observations.

☐ **Checklists**

Develop checklists based on the ability of students to identify changes in the German language and culture over time. Date and record the context of the observations.

☐ **Conferences**

Conference with students to determine their skill in reflecting on and identifying changes in the German language and culture over time. Provide feedback and guidance.

General Outcome **7**

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**7.3** Building Community

**Specific Outcome**

### Valuing Diversity

*Students will be able to:*

**7.3.1**  explore, compare, and reflect on the personal significance of diversity in Canada

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students are twinned with another class in the school outside the German program to work together on a common activity (e.g., do a holiday craft).

- After completing a personal likes/dislikes survey, students in the classroom will be partnered to share their information.

- Students brainstorm the different foods they have eaten and/or different cultural practices they have adopted into their own lives. For example:

  **Food:**                           **Cultural:**
  Chinese (chow mein)                 German Christmas tree
  Ukrainian (varenkyky)               Sing Channuka songs
  Italian (pasta)                     Native moccasins
  Arabic (tabouleh)
  Indian (curry)
  Jewish (Blintz)

- Students invite a class studying a different language to share their culture with the class. After the discussion, students can do a journal entry or prepare a visual presentation on the event and what they learned.

- Students study where one can purchase and/or sample German foods and compare to other cultures (e.g., Crusty Bun, Gasthaus Gutenberger).

- Invite a guest speaker to talk to the class to give the students an opportunity to explore similarities between the Aboriginal and German cultures, or another culture. Students then create a Venn diagram.

- Students survey how foods from different cultures have been integrated into Canadian culture.

- Students are encouraged to attend multicultural concerts and celebrations, such as a Christmas around the world concert, either during or after school hours. They then report back to class about their experiences (e.g., *Christkindlmarkt*).

**Valuing Diversity**

*Students will be able to:*

**7.3.1** explore, compare, and reflect on the personal significance of diversity in Canada
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– explore, compare, and reflect how diversity impact on him/her?
– explore, compare, and reflect on diversity in Canada?

☐ **Checklists**

Create checklists to determine students' developing skills in exploring diversity and in reflecting on its significance to them. Positive feedback and suggestions are provided to students.

☐ **Self-Assessment**

Review students' self-reflections to determine if their comments coincide with actual behaviours.

☐ **Conferences**

Conference with a pair of students to determine and discuss results of the Venn diagram that they created. Provide feedback and suggestions.

☐ **Response Journals/Reflection Logs**

Respond to students' dialogue journals to help them identify and clarify their understanding of diversity. Students record their reflections on its significance to themselves. Review these entries and provide positive feedback and support where needed.

**General Outcome** *7*

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**7.3** Building Community

**Specific Outcome**

**Valuing Similarity**

*Students will be able to:*

**7.3.2** explore, compare, and reflect on common human needs and experiences of Canadians

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students, working in small groups, research places of worship (temple, church, synagogue, mosque, etc.).

- Students work in groups to create a collage demonstrating the needs of people in different cultures. They discover that human needs are all similar (e.g., love, food, shelter, clothing, laws, transportation, etc.).

- In small groups, students research the various cultural groups and organizations that exist in their community, their province, and in Canada.

**Valuing Similarity**

*Students will be able to:*

**7.3.2** explore, compare, and reflect on common human needs and experiences of Canadians *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

- explore common human needs and experiences of Canadians?
- compare the needs and experiences of Canadians?
- reflect on common needs and experiences of Canadians?

☐ **Checklists**

Create checklists to determine students' developing skills in appreciating similarities and in reflecting on its significance to themselves. This data can be used for conferencing.

☐ **Anecdotal Records**

While observing students working in groups to complete tasks, note and record the comparisons students make between the needs and experiences of people in different cultures and the similarities students notice. Date and record the context of observations.

☐ **Response Journals/Reflection Logs**

Respond to students' dialogue journals to provide positive feedback and support in regards to their reflections on the activity and its significance to them.

General Outcome **7**

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**7.3** Building Community

---

**Specific Outcome**

**Contributing to Community**

*Students will be able to:*

**7.3.3** develop skills that promote co-operation and mutual respect within the classroom and the school

---

### SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students participate in a character education program in the school.

- Students volunteer to help in the bilingual Kindergarten classroom or to serve as a school patrol or student secretary.

- Students are twinned with another class in the school outside the German program to work together on a common activity (e.g., create a holiday craft).

- After completing a personal likes/dislikes survey, students in the classroom are partnered to share their information.

- Invite students to brainstorm a list of positive feelings that they could share with:
  – parents
  – friends
  – classmates
  – teachers

  Using these words and phrases, students design thank-you cards to express appreciation to others.

- The class decides on a community service project to undertake. Students create webs or checklists to determine the different people who could benefit from the project.

**Contributing to Community**

*Students will be able to:*

**7.3.3** develop skills that promote co-operation and mutual respect within the classroom and the school *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- demonstrate skills that promote co-operation and mutual respect within the classroom and the school?
- participate in group debriefing?
- participate in self-reflection?
- identify personal behaviours that contribute to group success?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Dates and record the context of the observations.

☐ **Anecdotal Records**

Record examples of students' behaviours when helping others.

☐ **Self-Assessments**

Students complete self-assessment forms to self-report on their experiences when they helped others and the results. Alternatively, the whole class may assess how beneficial the class community service project was. Students may be asked to use key words and graphics to describe at least two ways each person or group of people benefited. Finally, students reflect on their personal contribution to the success of the community service project undertaken by the class.

☐ **Journals**

Students respond to prompts to write in their journals. Prompts include:
- *Heute habe ich _____ geholfen _____ zu _____.*
- *Dabei habe ich mich _____ gefühlt.*
- *Dadurch habe ich auch etwas über die Hilfsbereitschaft gelernt, nämlich ___.*

Engage students in written dialogue to give positive feedback and suggestions.

☐ **Conferencing**

Assessment may be conducted by conferencing briefly with individual students, noting the following:
- engagement in co-operative learning tasks
- interest in and enthusiasm for the task
- interest in classmates' contributions

☐ **Quick Checks**

Use a Quick Check to determine how students feel about the way they worked on a cooperative activity. Students show a "thumbs up" if their group worked well. They show a "thumbs down" if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick Checks may be used when time does not permit using an extended checklist

| General Outcome | 7 | *Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.* | **7.4** Global Citizenship | GRADE **5** |

**Specific Outcome**

**Responsible Citizenship**

*Students will be able to:*

**7.4.1** recognize the positive and negative aspects of the consequences of their actions; demonstrate honesty and reliability in a variety of situations

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students create/write situational sketches. They rehearse these and present to the class or to other classes in the school. Examples include:
  a) cheating on a test
  b) choosing between family and friends
  c) lying to a parent or teacher to avoid consequences
  d) how to explain to a parent about putting a baseball through the car window

- Students, working in small groups, do a study of a German fable (e.g., *Till Eulenspiegel*), and discuss the actions of the characters and the results or impact that the actions have on others.

- Invite students to discuss the qualities of honesty and reliability in a variety of situations, and to share personal ideas and experiences. As students discuss these qualities, jot down words and phrases in German. Students create mini-posters to promote responsible behaviour using illustrations and sentences.

GRADE
5

Specific
Outcome

**Responsible Citizenship**

*Students will be able to:*

**7.4.1** recognize the positive and negative aspects of the consequences of their actions; demonstrate honesty and reliability in a variety of situations *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

- recognize the positive and negative aspects of the consequences of his/her actions?
- demonstrate honesty and reliability in a variety of situations?
- show a willingness to accept responsibility for his/her actions?

### ☐ Checklists

Create a checklist based on the Focus for Assessment criteria. Observe students as they engage in activities that demand decision-making and choices.

### ☐ Self-Assessments

Students complete self-assessments that indicate their ability to make decisions and their willingness to accept responsibility for their actions and behaviours.

### ☐ Conferences

Conference with students to reinforce positive behaviour and to provide feedback on students' abilities to make informed decisions. Check for discrepancies between student's self-assessments and the behaviours that are actually observed.

### ☐ Work Samples

Assess students' posters, looking for evidence that the information is:

- accurate and complete
- displayed in a logical way to enhance meaning
- written in correct German

| General Outcome | 7 | *Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.* | **7.4** Global Citizenship |

**Specific Outcome**

**Interdependence**

*Students will be able to:*

**7.4.2** examine the role of the individual in group activities; reflect on effectiveness of own contributions

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students create and complete a self-evaluating checklist for use after working in a group (e.g., *Mein Beitrag …*). Refer to 5.2.2 for examples in German.
  - I listened to the ideas of my group members.
  - I expressed my opinions politely.
  - I complimented others' ideas.

- Invite students to help decide on various group roles and the responsibilities of each role. As students brainstorm roles and responsibilities, write ideas onto a Roles and Responsibilities chart. Some roles may include recorder, explainer, encourager, summarizer, and timekeeper.

  *Die Person ist verantwortlich fürs:*
  - *Schreiben/Aufschreiben-Notieren*
  - *Erklären*
  - *Ermutigen*
  - *Zusammenfassen*
  - *auf die Zeit achten*

  Discuss the various roles with students and how they can choose roles for different group tasks.

**Specific Outcome**

**Interdependence**

*Students will be able to:*

**7.4.2** examine the role of the individual in group activities; reflect on effectiveness of own contributions *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- work willingly in a group?
- accept and carry out the role assigned?
- have knowledge of various roles and responsibilities?
- reflect on his/her contributions to group activities?
- examine his/her role in group activities?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Record such information as date, students' names, roles, and comments about cooperative behaviour that was observed.

☐ **Self-Assessments/Self-Reflections**

Invite students to discuss and write reflections about what was done well and what could have been done better regarding the role they assumed in the group. They can refer to the Roles and Responsibilities chart developed when beginning the group work.

☐ **Conferencing**

Conference with students to provide feedback on their development in taking roles and sharing responsibilities as a cooperative group member.

---

## SAMPLE **RESOURCES**

Book: *Die dicksten Freunde der Welt*

General Outcome  **7**

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**7.4** Global Citizenship

**Specific Outcome**

### Intercultural Skills

*Students will be able to:*

**7.4.3**  accept differences in others' characteristics and abilities

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students write positive messages about each other on a pennant, lined paper, or card.

- Students choose names from a hat and write anonymous friendly letters or cards telling the person what strengths/personable traits they have recognized.

- Students create colourful posters showing the various ways they help their peers in class (e.g., read to your classmate; write for your classmates; help them spell words; help them organize their materials; treat classmates with respect, including all classmates in activities).

- Students work in heterogeneous groups to complete an assigned task.

- Students are paired with a younger student for buddy reading.

- Students serve as a mentor to assist a younger student in a computer activity.

- Students complete a story map of a text in which someone is at first not accepted but later gets accepted by a particular group. Students list barriers to and benefits of the acceptance of others.

**Specific Outcome**

**Intercultural Skills**

*Students will be able to:*

**7.4.3** accept differences in others' characteristics and abilities *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- recognize the differing abilities and characteristics among his/her peers?
- accept differences in the abilities and characteristics among his/her peers?

☐ **Checklists**

Observe students in a variety of contexts over time to determine whether they recognize and accept differences in the abilities and characteristics of others. Review data using a checklist based on the Focus for Assessment criteria to note students' behaviours over time.

☐ **Anecdotal Records**

Observe and make anecdotal notes to record students' behaviours during a variety of activities that involve working with others to assess their acceptance of differences in the characteristics and abilities of others.

General Outcome **7**

*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**7.4** Global Citizenship

Specific Outcome

**Future Opportunities**

*Students will be able to:*

**7.4.4** identify personal strengths and areas for further development; establish personal goals and action plans

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students engage in a weekly goal-setting exercise.

- Students visit a Grade 6 class and interview those students to find out what skills are necessary to be successful in Grade 6. Students then make a personal plan to set goals they will work on (e.g., over the summer).

- Provide frequent opportunities for students to reflect on key concepts and useful information they have learned and to set personal goals, particularly for oral communication. For example, students start each class by noting daily goals for:

  *Meine Zielsetzung*
  – *Heute werde ich mit ___ Personen auf Deutsch sprechen.*
  – *Heute werde ich mich ___ Mal laut in der Klasse melden.*
  – *Heute werde ich ___ neue Vokabeln oder Strukturen wenigstens fünf Mal gebrauchen.*

  At the end of each class, students could review their goals and record the extent of their success.

- Students brainstorm a list of personal goals a Grade 5 student might have. Record, in German, the students' ideas onto chart paper. Working with a partner, students classify the list of goals as short-term and long-term goals. Students choose one short-term and one long-term goal and, on a goal-setting sheet, write up their goal and action plan. Students should reflect on what would happen if they didn't achieve their goals.

- Students choose a work sample to include in their portfolio. They attach a simple form indicating why they chose the work sample.

**Future Opportunities**

*Students will be able to:*

**7.4.4** identify personal strengths and areas for further development; establish personal goals and action plans *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:
- identify his/her individual strengths?
- identify areas for further development?
- establish personal goals and action plans?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date and note the context of all observations.

☐ **Self-Assessments**

Students reflect on their progress toward meeting their personal goals using simple sentence starters or forms.

☐ **Response Journals/Reflection Logs**

Using the monitoring sheet developed in class, students write one or two short sentences reflecting on their progress toward achieving their goal

☐ **Conferences**

Meet with students to discuss their progress towards the goals they set for themselves at the beginning of the year. Provide feedback, offering suggestions and encouragement.