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 exploratory language to discover own interpretations; share personal responses

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students look at a picture of a crime scene and, in their journals, write what they think has happened. They share their responses with a partner.

- After students read a book or article, they share ideas about the story and illustrations and invite other students' responses.

- Students compare and contrast similarities and differences.

- In small groups, students dramatize a dialogue they have written and rehearsed.

- Students write a critique of a play or presentation they have attended in the form of a review for a newspaper. They share their responses with a partner or group.

- After reading a short story or news article in German, students write a short critique using a template developed in class.

- Students poll one another about their opinions on a topic or theme. Results may be graphed or summarized in written form.

- Students dialogue with peers via journal entries on topics of interest or concern. Interactions may include raising questions about an entry, expressing enjoyment, expressing empathy, sharing similar experiences, or asking for clarification.

- Students participate in an Inside/Outside Circle activity. Invite students to form two circles, one circle inside the other circle. When the music starts, students in the circles turn to face one another. Then, students in each circle walk in opposite directions. When the music stops, pose a question or a topic for students to discuss and share information. Students share information in German before the music starts again. Some topics may include favourite sports, subjects in school, after-school activities, favourite holidays, etc.

Express Ideas

Students will be able to:

1.1.1 use exploratory language to discover own interpretations; share personal responses *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– demonstrate willingness to share personal responses?
– make connections and predictions based on personal experiences?
– reflect upon personal experiences and interpret information and experiences?

☐ Checklists for Group Processes

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*

☐ Anecdotal Records

Observe students in a variety of settings as they engage in communication to share personal responses, and note the context in which they appear to feel most comfortable with sharing. Select individual students to observe as they work. Students should be aware of the criteria upon which they are being assessed.

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 select from others' ideas and observations to develop thinking and understanding

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Working with a partner, students explain what they see happening in a picture or story starter.

- Students sequence the text or illustrations from a story or from a dialogue under study.

- Students take notes of peers' reports and they add to their own.

- Students keep a journal in which they summarize what they have learned either through their own study or from other students.

- Students conduct a survey of their classmates to find out how many support and how many are against the new bicycle helmet bylaw.

- Upon completion of a study comparing education in Canada and another country, students summarize information by completing a relationship frame.

Das Schulsystem	
Name: _____ Datum: _____	
Das Schulsystem in Kanada	Das Schulsystem in Deutschland
Eine Zusammenfassung	

- Invite students 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, exchanging opinions and giving reasons for their choices.

- Students work in small groups or pairs to discuss their impressions of a class outing using pre-established criteria and familiar vocabulary. After the discussion, one representative from each group summarizes the group's three most memorable experiences to the whole class.

GRADE
6

Specific
Outcome

Consider Others' Ideas

Students will be able to:

1.1.2 select from others' ideas and observations to develop thinking and understanding
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– demonstrate willingness to listen to others' viewpoints?
– make connections and comparisons between personal responses and the responses of others?
– choose selectively from others' responses and ideas?
– remain on topic?
– demonstrate increasing flexibility and ability to see other points of view?
– integrate past knowledge and experience with new viewpoints?
– demonstrate metacognitive awareness?
– check others' views for accuracy?

☐ **Checklists**

Use criteria familiar to the student. Date observations and note progress over time. A sample could include the following:

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

☐ **Anecdotal Records**

Observe students in a variety of contexts as they seek out others' viewpoints. Make brief notes to record observations, and later transfer these (on self-stick labels for example) to the students' files. The date and context of the observations are included.

Sample Anecdotal Record		
	Contributed Ideas	Maintains Topic
Andrea	✗ ✗ ✗ ✗	✗ ✗ ✗ ✗
Stefan	✗ ✗ ✗	✗ ✗
Peter	✗ ✗ ✗ ✗ ✗ ✗	✗ ✗ ✗ ✗ ✗ ✗
Monika	✗	✗

☐ **Response Journals/Reflection Logs**

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

☐ **Conferencing**

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.

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

1.1 Discover and Explore

GRADE **6**

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

- After reading a book of their own choice, students choose an effective way to share the book. They can:
  - make a soap sculpture of the main character.
  - create a mobile, illustrating five major events.
  - write a letter to a friend, describing opinions and feelings about the book and whether or not the friend should read the book.
  - make a movie poster, sharing information about the book.

- Provide students with a range of RAFTS to choose from.

- Students make a coat of arms about themselves.

- Students rewrite the end of a story.

- Students write a letter to the author, making suggestions or simply write a personal response to the novel.

- Students write a character description in the form of a "Most Wanted" poster for the main characters from a book or story read in class.

- Students keep samples of their work in their personal portfolios that reflect their use of forms of writing and their understanding of content.

- After reading a story in German, students pantomime feelings or dramatize their favorite part of a story. This may be presented as a Reader's Theatre piece.

- Students write concrete poems using new vocabulary learned in class.

- 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.

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:

– use a variety of forms?
– use forms correctly?
– demonstrate willingness to experiment with language and forms?
– demonstrate effective use of language in authentic compositions?

☐ **Checklists or Rubrics**

Use checklists to guide students through a process of experimentation with language or to specify criteria for a specific form. 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:

– presentation is fluent
– pronunciation and intonation are appropriate and support communication
– message is comprehensible
– gestures and voices are appropriate and support communication
– grammar is correct
– student appears to enjoy experimenting with this form

☐ **Anecdotal Records**

Observe students' range of activities, risk-taking behaviours, and growth of skills as they work with others and experiment with new forms of self-expression. Record observations, including the context and date.

☐ **Conferences**

Have students discuss their experiences with a variety of new forms of self-expression. Encourage students to identify their strengths and target areas for improvement. Have them identify new forms with which they would like to experiment.

☐ **Work Samples**

Work samples provide evidence of students' experimentation with a variety of forms.

☐ **Self-Assessments**

Students keep track of forms they produce over the year.

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 assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- In groups, students meet biweekly for a book/story talk. They share their opinions about what they have been reading at school or home (e.g., picture books, magazines, novels, information books).

- Students read the book and view the movie of the same story. They make a Venn diagram to show the similarities and differences between the book and movie. They discuss which version they preferred.

- Discuss the quality of the source of information (e.g., newspaper, Internet, books).

- Students look at different forms of advertisements (e.g., newspaper, television commercials, magazines, billboards). Students then express their preference and then make one of their own.

- In small groups, students participate in a book talk and express why they prefer a certain author or genre.

- Students write a book review using predetermined guidelines.

Buchbericht

1. Was ist der Titel des Buches und wie heiβt der Autor?
2. Wie heiβen die Hauptpersonen?
3. Erzähle über den Schauplatz der Geschichte (Zeit und Platz).
4. Welche Buchart ist es? (Detektivroman, Sportroman, Abenteuer, Fantasieroman, Science Fiction).
5. Erzähle etwas Lustiges, Schreckhaftes oder Spannendes, das in der Geschichte passiert ist.
6. Was gefällt dir, oder was gefällt dir nicht an dieser Geschichte?
7. Wo kann man sich dieses Buch ausleihen?
8. Bewerte diese Geschichte von 1 bis 5 (beste) und gib einen Grund für deine Bewertung.
9. Wem würde dieses Buch gefallen und warum?

- Students interview one another about favourite oral, literary, and media texts.

Express Preferences

Students will be able to:

1.1.4 assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- recognize and select preferred forms?
- collect and organize favourite forms?
- identify strengths in their own work?
- identify areas for improvement?
- express preferences clearly?
- demonstrate willingness to share preferences?

☐ **Checklists**

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

☐ **Anecdotal Records**

Record students' successes or problems with various text forms. Observe students as they discuss in German their personal collections of oral, literary, and media texts. Note if students can identify their strengths and areas that need improvement. Focus on students' willingness to participate and to use guidelines to analyze forms of texts.

☐ **Conferences**

Discuss students' literary journal records and their preferences for a particular form of text. Record the student-produced commercial for their favourite German book or story. View the recordings with students to assess their abilities to give reasons for selecting a favourite text and to share willingly and confidently.

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

GRADE
6

Specific Outcome

Express Preferences

Students will be able to:

1.1.4 assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students share with their classmates their favourite compositions. Classmates provide feedback in either oral or written form.

- After viewing a short television program from Germany, students write a review using predetermined guidelines.

> **Fernseh oder Filmbericht**
>
> 1. Wie heiβt der Film oder das Fernsehprogramm?
> 2. Wer sind die Hauptpersonen?
> 3. Welche Art Film oder Programm ist es? (Detektiv, Abenteuer, Science Fiction …)
> 4. Erzähle etwas Lustiges, Schreckhaftes oder Spannendes, das in dem Programm oder Film vorkommt.
> 5. Was hat dir gefallen, oder nicht gefallen?
> 6. Auf welchem Kanal, an welchem Tag und zu welcher Uhrzeit, oder wo kann man dieses Programm oder diesen Film sehen?
> 7. Bewerte diese Geschichte von 1 bis 5 und gib einen Grund für deine Bewertung.
> 8. Wem würde dieses Programm oder dieser Film gefallen? Warum?

- 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 use vocabulary lists from the classroom developed during a brainstorming activity to assist them in creating advertisements. The advertisements can also be designed in the form of TV commercials and recorded.

- The class sets up a class binder for mini-reviews of German books, stories, folk tales, and videos. Each student is required to contribute a specified number of reviews during each assessment period. Provide forms for each type of review, based on predetermined guidelines.

Express Preferences

Students will be able to:

1.1.4 assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Self-Assessment**

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 similar to the following could be used.

Name: _____ Datum: _____

1. Diesen Monat habe ich _____ Bücher, _____ Zeitschriften, und _____ Texte auf dem Computer gelesen.

2. Diesen Monat habe ich _____ Geschichten angehört.

3. Der Text, der mir am meisten gefallen hat war _____.

4. Diesen Monat habe ich meinen Freunden _____ verschiedene Texte empfohlen.

5. Ich habe meine Freunden diese Texte empfohlen weil_____
    _____.

☐ **Portfolios**

Students choose a favourite piece of text and 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

Express Preferences

Students will be able to:

1.1.4 assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After reading a book or story, students share it with and gather reactions from peers.

Meine Lieblingstexte			
Name _____ Datum _____			
Titel	Textart	Partner/in	Wie mein Partner Den Text findet

Express Preferences

Students will be able to:

1.1.4 assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

| 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 assess personal language use, and set personal goals to enhance language learning and use

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students ask questions about their own writing to set new writing goals. For example:
  - *Habe ich meine Information in Absätzen gegliedert?*
  - *Sind alle Geschehen in der Geschichte in einer logischen Reihenfolge?*

- Students use the notes in their reading logs to help them choose new books to read.

- Students set goals for reading time:
  - *Ich werde jeden Tag ein Buch lesen.*
  - *Ich werde jedes Buch, das ich gelesen habe, auflisten.*

- During report card reporting time, students set personal goals for language learning

- Students keep a collection of their work in German in a personal portfolio. They periodically review evaluated assignments and, based on the comments, describe two strengths of the work and set improvement goals for the next assignment.

- 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:

Set Goals

Students will be able to:

1.1.5 assess personal language use, and set personal goals to enhance language learning and use *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– identify personal strengths and areas for improvement in language use?
– set criteria to assess language skills and strategies?
– identify appropriate goals for enhancing his/her facility with language?
– use appropriate terminology when discussing language learning and setting goals for improvement?
– demonstrate willingness to monitor personal language learning?

☐ Anecdotal Records

Anecdotal record provides information regarding a student's German language development over time.

☐ Self-Assessments

Allow students time to self-assess their progress towards achieving their German language-learning goals. Students use a self-assessment form that is generated in class or one that is provided by the teacher (see Appendix E for examples). Check German BLMs for samples of self-assessment instruments. (See *German Language Arts Kindergarten to Senior 4: A Teacher's Resource of Templates and Blackline Masters*.)

☐ 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 focuses on specific areas of enhancement. Alternatively, 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 use the various strategies
– describe what they can do well
– describe areas they would like to improve on

☐ Work Samples

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

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 use prior knowledge and experiences selectively to make sense of new information in a variety of contexts

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After learning about German school systems, students compare and contrast with their own, and express preferences.

- Students use a story frame to represent the key elements of a German folk tale they are reading. They take part in a class discussion of the story.

Schauplatz Europa, lange her	**Hauptfiguren** Aschenputtel, Stiefmutter, Prinz	**Konflikt** Aschenputtel muss den Haushalt für ihre böse Stiefmutter führen.	**Losüng** Aschenputtel heiratet den Prinz.

Hauptgeschehen

1. Aschenputtels Mutter stirbt.
2. Die Stiefmutter misshandelt Aschenputtel.
3. Aschenputtel pflanzt einen Haselnussbaum auf Mutters Grab und wässert ihn mit Tränen.
4. Aschenputtel darf nicht zur königlichen Feier mitgehen. Sie muss Linsen aus der Asche sammeln.
5. Die Tauben im Haselnussbaum helfen ihr beim Linsensammeln und geben ihr ein herrliches Kleid aus Gold und Silber.
6. Drei Abende geht sie zur Feier, tanzt mit dem Prinz und verschwindet.
7. Der Prinz findet ihren goldenen Pantoffel. Weil er Aschenputtel passt, heiratet er sie.

- In small groups, students brainstorm and record what they know about sharks on a KWL (WML) chart. They read a short informational article and, upon completion, add new information to the chart.

- Before students read, view, or listen to a text, they write on an "admit slip" what expectations they have for the text. At the end of this work, students fill in an "exit slip," summarizing the connections they made between prior knowledge and experience.

Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 use prior knowledge and experiences selectively to make sense of new information in a variety of contexts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– make connections between prior knowledge and experiences and new understandings?
– discuss the importance of accessing prior knowledge and revising understanding based on new information?

☐ **Conferencing**

Discuss with students the importance of reflecting on prior knowledge and experiences when faced with new learning experiences. Students should be encouraged to reflect on and articulate why new learning experiences are important to them (What's in it for me?).

☐ **Work Samples**

Work samples such as KWL (WML) charts, mind maps, webs, story frames, and admit/exit slips provide evidence of students' skills in using prior knowledge and experiences in learning new information.

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

Explain Options

Students will be able to:

1.2.2   explain and support personal viewpoints; revise previous understanding

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students debate current issues (environment, politics, ethics).

- After viewing a news clip or reading a newspaper or magazine article written in German about a current issue, students compare the new information to what they have learned in class.

- Students participate in a "mini-controversies" activity in German. Invite students to choose a topic that presents a controversy or particular point of view. Some examples are: "Would you rather go to a hockey game or to a movie?"; "Would you rather live in Winnipeg or Vancouver?" In groups, students decide which side they will choose and then prepare at least three supporting arguments. Their arguments are then shared with the rest of the class.

- Students edit and revise their own notes on a topic.

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

Specific Outcome

Explain Options

Students will be able to:

1.2.2 explain and support personal viewpoints; revise previous understanding
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– explain viewpoints clearly and meaningfully?
– express views on new concepts?
– explain and support personal viewpoints using his/her own words?
– integrate information and revise personal understandings?
– 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 in order 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 search for ways to reorganize ideas and information to extend understanding

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Use Venn diagrams to present information or comparisons on any topic.

- Students reorganize information from oral, literary, media texts, or current events using a relationship frame or other form of story map. For example, in a story, students could complete a relationship frame that illustrates the changes in the main character as the story progresses.

- After students complete a novel study or theme study, they express their understanding in the form of a mind map.

- 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.).

Combine Ideas

Students will be able to:

1.2.3 search for ways to reorganize ideas and information to extend understanding
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- identify different ways to organize ideas and information?
- select a different form to organize ideas and information?
- reorganize ideas and information using a selected form?
- select appropriate forms related to content, purpose, and audience?

☐ **Anecdotal Records**

Observe students in a variety of contexts to determine whether they are able to organize ideas and information in ways that clarify and shape understanding. Place brief observations to the students' files using self-stick notes.

☐ **Response Journals/Reflection Logs**

Students reflect on what helps them organize ideas and information, and record these self-reflections in logs or journals. They may draw their favourite organizational frames and tell how these help them to 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 choosing each work sample.

☐ **Work Samples**

Work samples indicating different types of organizers and changes in organizational aspects show students' flexibility with organizational techniques. With students, develop criteria or rubrics for assessment purposes.

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 a variety of questions to clarify information and develop new understanding

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After viewing a news clip or reading a newspaper or magazine article about a current issue in Germany, a student compares the new information to what has been learned in class.

- While discussing food, clothing, etc., about German students, go "shopping" on the Internet for basic needs.

- Students use the 6 Ws to create questions on a specific topic. They then find answers to the questions.

- After reading a story, students would develop questions to assist other students in their understanding of the story.

- Students use a story grid to map a story that they have heard, read, or viewed.

Name _____ Datum _____
Titel _____

	1. Szene	2. Szene	3. Szene
Charakter Wer?			
Schauplatz Wann?			
Wo?			
Was?			
Entstehender Konflikt			
Plan/ Strategie			
Resultat			
Endung			

Extend Understanding

Students will be able to:

1.2.4 ask a variety of questions to clarify information and develop new understanding
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- − appraise ideas for clarity
- − demonstrate willingness and ability to ask extending questions?
- − demonstrate willingness and ability to ask clarifying questions?
- − select from others' ideas and information to extend personal knowledge about self and the world?

☐ Checklists

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

☐ Anecdotal Records

Observe group work to note students' skills in asking questions, clarifying and extending understanding, and selecting ideas appropriately.

☐ Self-Assessments

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

☐ Conferences

Conference with students to encourage them to identify their strengths in appraising ideas and in their questioning skills.

☐ Rating Scales

When observing the students participate in activities such as the television interview, look for evidence that:

- − interactions are taking place in German
- − students are asking appropriate, relevant questions
- − students are asking clarifying and extending 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

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

1.2 Clarify and Extend

GRADE

6

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 ask a variety of questions to clarify information and develop new understanding
(continued)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

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

- After studying about a Canadian Prime Minister (John A. MacDonald, Wilfrid Laurier), students, working in small groups, prepare open-ended interview questions and responses and practise a television interview that they present in class.

- With students, generate interview questions on topics or themes being studied in class. Students use the questions for interviewing other students, teachers, family members, or other German-speaking people in the community. Students record their interviews for presentation in class.

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 ask a variety of questions to clarify information and develop new understanding
(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.

2.1 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

- After reading several fairy tales, students discuss how myths portray good and evil, and human frailties such as vanity, greed, and jealousy.

- Before reading a book, students complete the first two columns of a KWL (WML) chart. After reading, students complete the third column to show the new ideas and information that they have learned.

Thema:		
W Was weiβ ich über Raumfahrt?	**M** Was möchte ich darüber wissen?	**L** Was habe ich über die Raumfahrt gelernt?
! ! !	! ! !	! ! !

- Students decide that developing a timeline that summarizes significant events in their lives would be a helpful way to prepare for writing an autobiography.

Mein Leben

!	!	!	!
geboren	2003 bin nach Winnipeg umgezogen	2005 Spielschule angefangen; lernte neue Kinder kennen	2006 erste Klasse

- Students look at the title and illustrations of a text, and then quickly write or sketch predictions and connections that are reviewed after the text is read.

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 on the topic?
- seek connections among previous experiences, prior knowledge, and a variety of texts?
- seek connections with a text (character, plot, setting)?
- express the connection so it makes sense to others?
- build on own and others' connections?

☐ Checklists

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

☐ 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 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 among prior knowledge, personal experiences, and texts (e.g., prediction charts, log entries, title pages, and KWL (WML) charts).

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 comprehension strategies appropriate to the type of text and purpose

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- While in a literature circle, students predict what is going to happen in the next chapter of a novel.

- Students preview questions about a selected text. While reading this text, they highlight the answer and indicate the question number in the margin.

- Invite students to predict what is going to happen in an upcoming selection of text by presenting open-ended questions such as the following:

  Und was passiert jetzt?
  Was werden sie machen?

- 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, 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 add or delete ideas from their sketches after their sharing session.

Comprehension Strategies

Students will be able to:

2.1.2 use comprehension strategies appropriate to the type of text and purpose
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– define the purpose for engaging with various types of oral, literary, and media texts?
– select and apply appropriate comprehension strategies, depending on the type of text, and the purpose for reading, listening to, or viewing it (e.g., ask questions, establish rate of reading, listen, and view actively)?
– outline key concepts or information in text?
– summarize key concept or information in text?
– remember key concepts or information in text?
– respond personally to key concepts or information in text?

☐ **Checklists**

Comprehension Checklist—Grade 6

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

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 **6**

Comprehension Strategies

Students will be able to:

2.1.2 use comprehension strategies appropriate to the type of text and purpose
(continued)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After students have read a text, they practise retelling it in pairs. Then, while one partner retells the story or the information, the second completes a retelling checklist.

  Informationstexte
  - *Du hast das Thema genannt.*
  - *Du hast _____ Hauptideen aufgelistet.*
  - *Du hast für jede Hauptidee eine wichtige Einzelheit erzählt.*
  - *Du hast gesagt, warum die Information wichtig ist.*

  Fiktive Texte
  - *Du hast die Hauptpersonen erwähnt.*
  - *Du hast den Schauplatz erwähnt.*
  - *Du hast den Konflikt erklärt.*
  - *Du hast die Hauptgeschehen aufgelistet.*
  - *Du hast alles in logischer Reihenfolge erzählt.*
  - *Du hast die Lösung und das Ende erwähnt.*

Comprehension Strategies

Students will be able to:

2.1.2 use comprehension strategies appropriate to the type of text and purpose
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Anecdotal Records**

Miscue Analysis
Record students' miscues as they read orally. Analyze miscues to note how effectively they use the cueing system.

Running Records of Text Reading*
Record students' oral reading behaviours as they read text.

☐ **Student Self-Assessments**

Students use checklists, rating scales, or inventories to reflect on their use of comprehension strategies.

☐ **Conferences**

Conference with students to discuss their repertoire of comprehension strategies. Use Think Aloud for assessing reading comprehension during a conference session. Students read part of a selection and tell what they are thinking and what they are doing to make meaning of the selection.

☐ **Rating Scales**

Observe students as they participate in literature circles, retelling activities, etc., and make note of the extent to which they:

– summarize or paraphrase the main components of narrative text and an informational text
– explain, describe, or tell about a particular part (e.g., 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 reading a class novel, students read and discuss new vocabulary words from a list or overhead transparency.

- Students use the headlines and sidebar summaries of online newspaper and magazine articles to decide whether the articles are of interest or relevant.

- Students access a website to find more information and to explain how its layout and design help them to understand its content.

- Invite students to brainstorm strategies to read and understand the meaning of new words. These strategies are posted in the classroom for student reference.
  – Look at the parts of the word to see whether they give me clues to the meaning.
  – Skip the word and read on to get a sense of what it may mean from the whole sentence, and then reread the sentence.
  - Break the word into syllables and sound it out.
  - Sometimes new words look like other words we already know.

- Students complete a word map to illustrate key concepts found in text.

- Students receive copies of an informational text and use different colours to highlight or underline main points and supporting details. They reflect on the helpfulness of headings for the construction of meaning. Students then transfer the main points and details into a note-taking outline frame.

GRADE
6

Specific
Outcome

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?
- recognize main idea?
- recognize supporting details?
- recognize sequence of events?
- use book parts and textual organization to construct meaning (table of content, chapter headings, glossary, index)?

☐ Checklists

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

☐ Conferences

Conference with students as they preview a text. Can they locate the table of contents and glossary? Can they use these tools to locate a particular piece of information within the text?

☐ Work Samples

Examine word maps or note-taking outlines to determine whether students are effectively using textual cues.

☐ Paper and Pencil Tests

Students are given a passage to read from a familiar text and asked to identify the main idea and supporting 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

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

- If unsure about the right choice of word, students use the dictionary to check the meaning of words suggested by a spell checker in a word processing program.

- When students encounter unfamiliar words in a subject-area text, they use the glossary or a dictionary to confirm meanings.

- When given a list of words in random order, students unscramble them to create grammatically correct sentences. To do so, they pay particular attention to:
  a) Sound relationship to the symbol (letter)
  b) Sounds of the word (combination of letters)
  c) Change verb ending—noun—adjective agreement
  d) Definition of a particular word; most commonly used definition (pieces of the word that brings meaning to the word)

- Students use their knowledge of word order and the meanings of new vocabulary to complete a Cloze passage.

- Students re-read familiar texts to a number of younger students in the school. They can also create taped read-alongs to accompany texts.

- Students play a game of *Hangman* in which they have to guess the letter(s) in the word(s) or the word(s) in a sentence(s) that have been omitted.

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.
Pragmatic Cues: Refer to the social and cultural context, purpose, and use of language. These factors affect how the individual constructs meaning.

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:
- use reading strategies and cues flexibly?
- read fluently (silently and orally) in materials at grade level?
- use semantic cues and strategies for deriving word meaning, multiple meaning, sentence meaning, and passage meaning?
- use graphophonic cues and structural analysis to identify root words, suffixes, and prefixes?
- use syntactic cues such as word order and sentence structure to construct and confirm meaning?
- use a dictionary to determine word meaning in context?

☐ **Checklists**

Develop a checklist using the Focus for Assessment data. Date all observations and note the context of the observations.

☐ **Anecdotal Records**

Miscue Analysis
Record the students' miscues as students read orally. Analyze miscues to note how effectively students use the cueing system.

Running Records of Text Reading
Record students' oral reading behaviours as they read text.

☐ **Self-Reflections**

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

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
(continued)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students create word pyramids to identify compounds, prefixes, suffixes.

Weiß
Wissen
Wissenschaft
Naturwissenschaft
Naturwissenschaftslehrer
Naturwissenschaftslehrerkonferenz

Kommen
Herkommen
Herkunft

Kommen
Unterkommen
Unterkunft
Unterkunftssuche

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 between 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.

Pragmatic Cues: Refer to the social and cultural context, purpose, and use of language. These factors affect how the individual constructs meaning.

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
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Paper and Pencil Tests (Clozes)**

The Cloze procedures may also be used to assess students' comprehension skills before and after listening, reading, or viewing a text. Construct their own assessment instruments using classroom reading materials.

☐ **Performance Assessments**

Observe students engaged in authentic reading tasks. They may actively participate in dramatic readings, oral presentations, conferences, interviews, and Think-Alouds.

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 seek opportunities to experience texts from a variety of genres and cultural traditions; explain preferences for particular types of oral, literary, and media texts

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Ensure modelling of the language necessary for discussion by holding class discussions and posting useful phrases and questions for students to access when they are conducting partner interviews, discussions, or writing in their logs.

- After reading a variety of Greek myths or German fairy tales, groups of students dramatize individual myths to present to the class or to other grades.

- Students listen to an oral reading of a poem and then create a sketch of the image communicated by the poem's words.

- After listening to an oral presentation about a current event of local interest, students state an opinion and support it with ideas or evidence.

- Students create a pamphlet or brochure to recommend a particular book or author. They give reasons for their recommendation.

- Students discuss various works by German illustrators (e.g., After reading a book, a student says, "I really like Character X. Did the author write any other books/stories about him/her?" Reply, "Yes, you may want to try Book Y.").

- Using a book review guideline/outline, students describe the setting, characters, and the plot of the text read.

- Students keep reading logs on which they record the number, titles, authors, and genre of texts that they are reading.

- Invite students to look at excerpts from German comic books and identify phrases or expressions that are useful for creating their own short comic strips modelled on those they have read. Students discuss the illustrations in a variety of stories they have read throughout the year.

- Students write a short book review using pre-established guidelines or a prepared outline.

- 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 with it.

- Students record themselves as they talk about, read, or dramatize their favourite part of a text.

Experience Various Texts

Students will be able to:

2.2.1 seek opportunities to experience texts from a variety of genres and cultural traditions; explain preferences for particular types of oral, literary, and media texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− seek out and explore a variety of oral, literary and media texts?
− explore a variety of genres, forms, and cultural traditions?
− share responses to a variety of forms, genres, and cultural traditions?

☐ Checklists

Develop a checklist based on the Focus for Assessment criteria. Note students' willingness to explore a variety of texts and share responses. All observations are dated and the context of observations noted.

☐ Conferences

Conference with students and discuss preferences for particular types of text. Encourage students to explore texts from less familiar cultural traditions, forms, and genres. With students, view the recordings of their literary presentations. They may also be shared with parents.

☐ Reading Logs/Graphs

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

☐ Literary Journals

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

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 seek opportunities to experience texts from a variety of genres and cultural traditions; explain preferences for particular types of oral, literary, and media texts *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Using a pre-established reading interview form, students conduct partner interviews to find out about likes, dislikes, and reading preferences.

Leseinterview

Name: _____

Partner: _____

Stelle deinem Partner die folgenden Fragen und notiere die Antworten.

- Wie oft liest du Bücher? _____

- Ist es dir egal wie lang das Buch ist? Ergänze.

  _____

- Hast du einen Lieblingsautor? Wenn ja, wer und warum?

  _____

- Welche Buchart liest du gerne?

  _____

- Liest du lieber Bilderbücher oder Bücher mit weniger Bilder? Warum?

  _____

- Wenn du dir ein Buch oder eine Zeitschrift aussuchen könntest, welches würdest du wählen? Warum?

  _____

- Was ist dein Lieblingsbuch, das zu einer anderen Zeit oder in einer anderen Kultur stattfindet?

  _____

Experience Various Texts

Students will be able to:

2.2.1 seek opportunities to experience texts from a variety of genres and cultural traditions; explain preferences for particular types of oral, literary, and media 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.

2.2 Respond to Texts

Specific Outcome

Connect Self, Texts, and Culture

Students will be able to:

2.2.2 compare the challenges and situations encountered in their own daily life with those experienced by people in other times, places, and cultures as portrayed in oral, literary, and media texts

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students discuss if they would have the courage to meet a challenge such as the cross-Canada run by Terry Fox.

- After listening to a novel, students discuss whether or not they would like to live as one of the characters or in the setting of the novel.

- Students interview one or two adults in German to discover the lifestyle of a previous generation. Some suggested people to interview would be family members, recent immigrants from a German-speaking country, seniors, or teachers.

> *Wo sind Sie geboren?*
> *Wie groß war Ihre Familie?*
> *Welche Sprache haben Sie zu Hause gesprochen?*
> *Welche Sprache haben Sie in der Nachbarschaft gesprochen?*
> *Welche Feiertage haben Sie gefeiert?*
> *Woher haben Sie das Essen bekommen?*
> *Welche Transportmittel gab es?*
> *Wie war Ihr Schulalltag?*
> *usw.*

- Students construct a diorama or collage to portray a way of life described in an interview or studied in class (e.g., contemporary Germany, Austria, or Switzerland).

- After reading, viewing or listening to a variety of texts, students make comments such as:
  - *Ich fand die Hauptperson... besonders wenn...*
  - *Ich mochte wie der Autor/der Regisseur ...*
  - *Meiner Meinung nach...*
  - *Ich finde der Autor/der Regisseur hätte lieber... sollen.*

- Students prepare a variation of a Y-chart to illustrate the challenges faced by characters in a text

So fühlte man sich:	So hätte ich mich wohl gefühlt:
Das hörte man damals:	Das sah man damals:

Specific Outcome

Connect Self, Texts, and Culture

Students will be able to:

2.2.2 compare the challenges and situations encountered in own daily life with those experienced by people in other times, places, and cultures as portrayed in oral, literary, and media texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– discuss his/her understanding of traditions in various times and places, as portrayed in oral, literary, and media texts?
– draw comparisons between his/her own traditions and those portrayed in text?
– discuss others' understanding of traditions in various times and places, as portrayed in oral, literary, and media texts?
– demonstrate familiarity with oral, literary, and media texts about Canada and/or by Canadian creators?

☐ **Checklists**

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

☐ **Response Journals/Reflection Logs**

Assess students' self-reflections on the challenges and situations encountered by others. Students will compare a character from a story or video with themselves. They respond to questions, such as "What is the biggest difference between challenges I face and challenges faced by the characters in the text?" Provide sentence starters and vocabulary charts to provide language support for the activity.

☐ **Conferences**

Conference with students using work samples to determine whether students 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; discuss how it enhances understanding of people, places, and actions

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After reading a book or viewing a video about living out a dream or facing a challenge, students make charts comparing the main characters from the story to actual people (e.g., Mother Teresa, Rick Hansen, Wayne Gretzky, Steffi Graf). Students identify especially powerful words, phrases, or film techniques that underline the emotion or determination of these people.

- Students use graphic organizers, story maps, drawings, models, jot notes, diagrams, Slim Jims, etc., to summarize video stories.

- Working with a partner, students use a chart to describe the characteristics and actions of a character in a novel. They also record why they think the characters and actions are believable or not.

  Charaktername:

  Titel:

  Autor:

	Glaubwürdig Warum?	Unglaubwürdig Warum?
Eigenschaften		
Taten		

- Using a computer drawing program, students illustrate and play with text features to represent words visually (e.g., **FETT** or dünn).

- Students write their own simple shape poems using descriptive language and combine text and visuals to create mood.

- Students choose a character or the setting of a story, novel, or illustration, and identify how the author or artist uses details to develop that aspect of the text.

Appreciate the Artistry of Text

Students will be able to:

2.2.3 identify descriptive and figurative language in oral, literary, and media texts;
discuss how it enhances understanding of people, places, and actions *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

–   identify descriptive and figurative language in oral, literary, and media text?
–   make connections between descriptive and figurative language and its effectiveness for particular audiences and purposes?
–   appreciate the power of descriptive and figurative language to enhance understanding of people, places, and action?

☐ **Checklists/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 students with individual mini-lessons based on observation and discussion of student work.

☐ **Sentence Frames**

After practising identifying descriptive and figurative language with sentence frames, use new sentence frames for students to complete in order to assess students' ability to share personal responses to descriptive and figurative language in oral, literary, and media text.

☐ **Work Samples**

Examine completed charts, 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.

2.2 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; discuss how it enhances understanding of people, places, and actions *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students compare and contrast German and English proverbs using a Venn diagram or other graphic organizer.

- Students read a poem or a lullaby and identify the adjectives that were used. They replace those with other adjectives and evaluate their effectiveness.

- Students compare German and English similes using animals (e.g., Sly as a fox vs. *Schlau wie ein _____*).

- Students create a collage of descriptive and figurative language around a theme discussed in class or featured in text.

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	

Specific Outcome

Appreciate the Artistry of Text

Students will be able to:

2.2.3 identify descriptive and figurative language in oral, literary, and media texts; discuss how it enhances understanding of people, places, and actions *(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

Forms and Genres

Students will be able to:

2.3.1 recognize key characteristics of various oral, literary, and media genres, such as myths, short novels, poetry, drawings, and prints

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After reading mystery novels, students create a class web that distinguishes the characteristics of this genre.
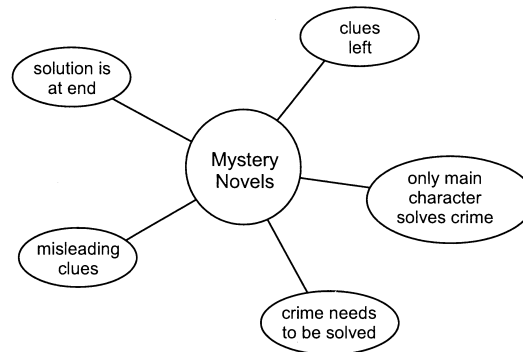
- Students compare books they have read with movie, television, audio recording, or CD-ROM versions of the same story. They discuss the similarities and differences and tell which they like better.

- After having read, listened to, or watched a movie of a particular novel, students create a Venn diagram of the similarities and differences.

- After reading a dialogue or text excerpt, students create a class web that distinguishes the parts of a narrative.
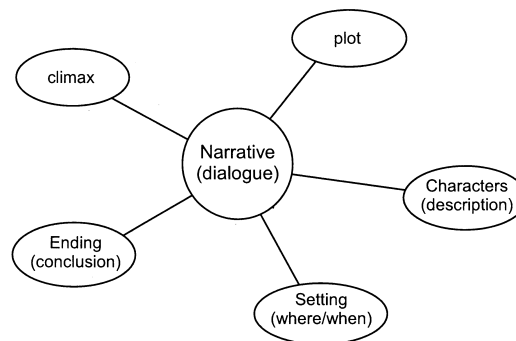
Forms and Genres

Students will be able to:

2.3.1 recognize key characteristics of various oral, literary, and media genres, such as myths, short novels, poetry, drawings, and prints *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– understand that forms and genres have specific characteristics?
– recognize the key characteristics of specific forms and genres that have been studied in class?
– use specific genre and text frames?
– compare literary forms and genres?
– use genre and text frames to recognize organizational patterns of texts?

☐ **Checklists**

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

☐ **Rubrics**

Develop rubrics that contain descriptors that identify specific elements used in assessing work samples.

☐ **Conferences**

Discuss with students the various forms and genres studied in class, as well as work samples, in order to determine their understanding.

☐ **Work Samples**

Examine students' work samples for evidence of their ability to identify and 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 recognize key characteristics of various oral, literary, and media genres, such as myths, short novels, poetry, drawings, and prints *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students retell a story, myth, or legend using a different genre (cartoon, play, poem, or using pictographs or puppets).

Genre	Artistry	Forms for Creating
• novels	• puns/jokes	• letters narratives
• biographies	• poetry	• media broadcasts
• autobiographies	• humour	• plays
• myths	• simile	• poems
• poetry	• metaphor	• video presentations
• drawing/prints		• Readers' Theatre
• media genre		• reports

- Students match genres to key characteristics.

- Provide students with examples of a variety of forms and genres. Students categorize them by form or genre.

Specific Outcome

Forms and Genres

Students will be able to:

2.3.1 recognize key characteristics of various oral, literary, and media genres, such as myths, short novels, poetry, drawings, and prints *(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 examine key elements and techniques in oral, literary, and media texts

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students read a chapter of a novel and make a T-chart to give examples of how a character's actions affect the plot.

Character's Actions	Effect on Plot

- Students watch a video or television show and listen for how the music changes to show changes in mood or to signal scene changes; they discuss how the music adds meaning to the video or television show.

- Students listen to books on tape as they follow the text in their own books. They comment on how the voice and music are used to reflect the intent of the story and how the tape matches their own interpretations of the text.

- Students write stories using multimedia software programs and choose effects that are appropriate for the mood and tone of their stories.

- Students bring in magazines and look at advertisements to identify ways that companies try to convince people to buy their products. Students make a chart or poster showing common themes (e.g., use of colour, choice of words, appeal to an age group).

- Students identify ways presenters in media texts influence their audiences (e.g., kinds of questions asked, choice of experts, presenter's point of view).

- Students compare information about whales gathered from an encyclopedia or children's magazine. They discuss the ways in which pictures, sound, fonts, colour, and graphics make the text information more interesting.

- Students brainstorm for interesting story beginnings and post them on chart paper or the classroom bulletin board.

- Students read a story. Using a story map provided to them by the teacher, students record key elements from the story.

Techniques and Elements

Students will be able to:

2.3.2 examine key elements and techniques in oral, literary, and media texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- – identify elements such as plot, setting, characterization in texts?
- – identify techniques such as colour, speed, music in media texts?
- – relate elements and techniques to effects created by writers/filmmakers/artists?

☐ **Checklists**

Observe students' oral interactions, representations, and written work for evidence that they can identify key elements and techniques. Develop checklists to record students' identification of specific elements and techniques studied in oral, literary, and media texts.

Textelemente erkennen—Lehrercheckliste					
Datum: _____ Texttitel: _____					
Elemente	Natalka	Boris	Petro	Maria	
Handlung					
Schauplatz					
Hauptfiguren					
Stimmung					

☐ **Work Samples**

Develop 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.

SAMPLE **RESOURCES**

Recording of German radio broadcasts

Use any fairytale book or short stories written in German

Copies of German newspapers and magazines in print or retrieved from the Internet

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

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Specific Outcome

Techniques and Elements

Students will be able to:

2.3.2 examine key elements and techniques in oral, literary, and media texts *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Discuss with students questions such as the following. These will assist students in learning to identify elements and techniques in narratives, and to consider how they interact to create effects:

  1. *Hauptfiguren*
     - *Wer sind die Hauptfiguren in dieser Geschichte?*
     - *Welche Charaktereigenschaften zeigen sie?*
     - *Sind sie glaubwürdig? Kennst du Menschen, die ihnen ähnlich sind?*
     - *Ändern oder entwickeln sich diese Figuren in der Geschichte, oder bleiben sie so wie sie am Anfang waren?*
     - *Kannst du Gemeinsamkeiten zwischen dir und deinem Leben und den Figuren in den Texten erkennen?*

  2. *Handlung oder Geschehen*
     - *Berichte von drei wichtigen Geschehen, die in der Geschichte vorkommen.*
     - *Konntest du am Anfang schon das Ende vorhersagen?*
     - *Welche Hinweise gibt der Autor, damit man den Ausgang erraten kann?*
     - *Wie entwickelt der Autor die Spannung?*
     - *Wie schafft es der Autor, dass die Leser sich nicht langweilen?*
     - *Welche Teile der Geschichte findest du unvergesslich?*

  3. *Schauplatz*
     - *Wo findet die Geschichte statt?*
     - *Warst du schon mal in einer Stelle, wie sie in der Geschichte vorkommnt?*
     - *Wann findet die Geschichte statt?*
     - *Findet die Geschichte in der Vergangenheit, Gegenwart oder Zukunft statt?*
     - *Welche Jahreszeit ist es? Wie weiß man das?*

  4. *Stimmung*
     - *Wie fühlst du dich beim Lesen oder Zuhören?*
     - *Was ist der traurigste Moment im Text?*
     - *Ändert sich die Stimmung im Text? Wann? Wieso? Warum? Wie macht der Autor die Veränderung deutlich?*

  5. *Stil*
     - *Welche besondere Techniken gebraucht der Autor um die Geschichte lebhaft und bildlich zu machen?*
     - *Welche Sprachaüsdrucke kommen vor?*
     - *Welche Wortbilder kommen vor (idiomatische Ausdrücke, Metapher, Gleichnisse, Andeutungen, Sinnbilder ...)?*
     - *Gibt es Humor?*
     - *Gibt es lyrische Elemente (Verslein, Reime, Rhythmen...)?*
     - *Gibt es besondere Wortwahl für besondere Effekte (Alliterationen, sanfte/harte Konsonante...)?*

Techniques and Elements

Students will be able to:

2.3.2 examine key elements and techniques in oral, literary, and media texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Story Maps**

Story maps can be used to assess students' understanding of story elements and structure as well as their recall of story content. Information on story maps may be sketched, scribed, or written by the student. They may be used to help students structure a retelling or representing of a story. Collect and date sample maps over time to assess the development of story grammar or structure, knowledge, and comprehension of story elements, improvement in comprehension, and recall of story content.

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 identify how and why word structures and meaning change

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After reading an older text, students will pick out words they are not familiar with and discuss as a group how they have changed in modern German.

- Using *Struwwelpeter* as a model, have students rewrite a story in "modern" German.

- In teams, students play a game involving older and newer variations of words.

- Students participate in groups in an activity entitled "Cooperative Graffiti." Decide on the vocabulary that the class needs to develop (e.g., analogies, slang, similes, words starting with a particular letter, rhyming words). Write the headings on large sheets of paper and give each group of students a sheet with a different heading. Each person in the group uses a different coloured felt pen or pencil to write as many words or phrases as possible that fit the heading in a specified time. The group then passes its sheet to another group so that the members of that group can add their contributions. Sheets rotate around the room. Variations: One person records for each group; all groups have the same heading and, when time is up, everyone shares.

- Students compile a collection of all the phrases reviewed and/or taught through language ladders in a German language phrase book.

- Students look at a text sample describing modern computer usage and highlight all the words they predict are recently incorporated into German.

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Specific
Outcome

Vocabulary

Students will be able to:

2.3.3 identify how and why word structures and meaning change *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use words in context to convey meaning?
– experiment with ambiguous language?
– understand the implications of jokes, puns, and other ambiguous language?
– tell the various meanings of vocabulary with multiple definitions?

☐ **Anecdotal Records**

Assess students' skills and strategies in using vocabulary in context during reviews of work samples and interviews. Keep anecdotal records of observation data to support.

☐ **Work Samples**

Review work samples such as the Cooperative Graffiti phrase sheets and work games.

SAMPLE **RESOURCES**

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

Experiment with Language

Students will be able to:

2.3.4   experiment with words and sentence patterns for a variety of purposes

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students find examples of alliteration from newspaper headlines and create their own headlines, using alliteration.

- A student looks at the sentence "The wind was cold" and experiments with descriptive words to enhance the effect of the statement (e.g., The north wind howled.).

- Students take sentences and change the word order to change the meaning or emphasis.

- Students write poetry with rhyming and near rhyming words as Wilhelm Busch does in *Max and Moritz*.

- Teams of students race each other to locate metaphors, similes, and personifications in a collection of texts.

Experiment with Language

Students will be able to:

2.3.4 experiment with words and sentence patterns for a variety of purposes *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
–   identify figures of speech including personification, similes, and metaphors in text?
–   explain how figures of speech enhance and clarify meaning?
–   experiment with words and sentence patterns to create effects?

☐ **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.

SAMPLE **RESOURCES**

Max and Moritz by Wilhelm Busch

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 create collages to represent themes, such as friendship, happiness, cultural heritage, and courage.

- Students develop a personal portfolio to represent a theme in their lives. They include relevant objects or pictures and list reasons for including them.

- After reading a simple book, students create a thumbnail sketch plan of a picture book for a younger audience. They identify ways to make their picture book interesting and appealing (e.g., large print, simple vocabulary, short sentences, colourful illustrations).

- Students create and perform a rap song based on a myth or legend, fable, or fairy tale.

- Students create a *"Wer bin ich?"* poster about themselves including a description, hobbies, and likes/dislikes.

- Students create an invitation for parents to a school concert or year-end celebration.

- Students write a variety of greeting cards (e.g., birthday cards, Christmas cards, Easter greeting cards, thank-you cards, or sympathy cards, to parents, grandparents, teachers, or other German bilingual students).

- Students practise friendly letters and business letter writing to a pen pal in another German bilingual school. Students create simulated companies with e-pals from another class or school to establish a context for business letter writing.

- Students create original poems modelled on patterns found in poetry they have studied in class.

- 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 in story
    – record a story
    – illustrate a story to clarify the meaning

Create Original Texts

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– understand and use forms in creating original texts?
– understand and use techniques in creating original texts?

☐ **Checklists**

When assessing student work such as letters, invitations, etc., use criteria such as the following:
– clear, relevant, appropriate information
– includes interesting details
– asks questions (uses questions practised in class)
– includes personal information
– spelling and mechanics do not interfere with meaning
– uses a variety of vocabulary and language structures

☐ **Rubrics**

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

☐ **Self-Reflection**

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**

Use book *Pushing the Pencil* for information that is to be included in writing an invitation.

General Outcome **3**

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

3.2 Select and Process

Specific Outcome

Use Personal Knowledge

Students will be able to:

3.1.1 summarize and focus personal knowledge of a topic to determine information needs

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use a KWL (WML) chart to prepare for a research project.

- After reading a book or article on a topic of interest, students, in small groups, prepare a Mind Map, web, or other form of graphic organizer to summarize knowledge about the topic. They determine the areas in which they require further research.

- Students work in small groups to list personal ideas and information on a topic under study. They determine the areas in which they require further information.

- Students work in small groups to list on self-stick notes personal ideas and information on a topic of interest or an assigned topic. Each idea is written on a separate note. Students cluster or group similar or related ideas to create categories. They review their ideas and categories and ask questions in order to identify information gaps.

Specific Outcome

Use Personal Knowledge

Students will be able to:

3.1.1 summarize and focus personal knowledge of a topic to determine information needs *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- verbalize knowledge of a topic when accessing prior knowledge?
- record personal ideas and information during activities to activate prior knowledge?
- maintain focus on topic?
- share ideas and information on a topic with classmates?
- work cooperatively with classmates to identify information needs?
- demonstrate enthusiasm for exploring topics in German?
- demonstrate confidence in accessing prior knowledge?

☐ **Checklists**

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

☐ **Self Assessment**

Students review their graphic organizers to assess their prior knowledge of a specific topic. The following questions may be used to guide students' self-assessment:

Name: _____ Datum: _____
Thema: _____
1. Ich habe _____ Ideen zum Thema aufgelistet.
2. Ich wusste schon viel über _____
3. Ich muss mehr über _____ lernen.
4. Ich habe meine Ideen mit meiner Gruppe geteilt.　　Ja　　Nein
5. Ich habe mir meine Ideen überlegt, und überprüft, ob alles richtig war.　　Ja　　Nein
6. Ich muss noch meine Ideen überprüfen, ob alles richtig ist.　　Ja　　Nein
7. Um das auf Deutsch zu machen brauche ich _____ .

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

3.2 Select and Process

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Specific Outcome

Use Personal Knowledge

Students will be able to:

3.1.1 summarize and focus personal knowledge of a topic to determine information needs *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students complete a web provided to them that is only partially completed. Working individually or in pairs, students review the information in the web and fill in the gaps with information they have learned through researching the topic.

Specific Outcome

Use Personal Knowledge

Students will be able to:

3.1.1 summarize and focus personal knowledge of a topic to determine information needs *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Anecdotal Records**

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

☐ **Conferencing**

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

☐ **Work Samples**

Analyze work samples, such as KWL (WML) charts, webs, and graphic organizers, to assess students' abilities to use them to summarize personal knowledge and experiences and to determine information needs.

General Outcome **3**

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

3.2 Select and Process

Specific Outcome

Ask Questions

Students will be able to:

3.1.2 formulate relevant questions to focus information needs

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students work individually or in small groups to list relevant questions that they would like to have answered on a particular topic in the Want to Know/Learn column on a KWL (WML) chart.

- Students participate in question circle strategies to practise questioning techniques on familiar topics using familiar vocabulary. After being assigned a topic to research, students use the 6W questions to guide their research.

- After participating in a school celebration or field trip, students prepare questions for an interview related to the event.

- 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).

- Students, working in small groups, dramatize situations where there is a need to ask questions (e.g., meeting an acquaintance, being lost, visiting a city in a German country, ordering food in a restaurant, shopping, visiting a medical office, etc.).

- Students keep a running inquiry notebook to track the questions they are focusing on throughout the year.

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Specific
Outcome

Ask Questions

Students will be able to:

3.1.2 formulate relevant questions to focus information needs *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
–   prepare questions that are related to the topic?
–   ask general questions?
–   ask specific questions?
–   add, revise, or delete questions?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. For example, 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 acceptable
–   language is appropriate to the situation/context
–   questions are carefully formulated
–   a range of different question types is used

☐ **Response Journals/Reflection Logs**

Students are given regular time for recording important points in the inquiry process, and are encouraged to formulate the general and specific questions they are wondering about.

☐ **Conferences**

With students, review and discuss the questions in their logs, journals, and inquiry notebooks.

☐ **Work Samples**

Analyze KWL (WML) plus charts to observe the general and specific questions students are asking, and lists of students' questions. Date all work samples to note progress over time.

General Outcome	3	*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*	**3.2** Select and Process

Specific Outcome

Participate in Group Inquiry

Students will be able to:

3.1.3 contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students participate in creating a class KWL (WML) chart on a topic of interest.

- Students organize a mini debate on a topic of interest using the following steps:

    1) Identify expressions needed for debate.

       Ich glaube _____.
       Ich *meine _____.*
       Meiner Meinung nach _____.
       Ich stimme damit überein.
       Ich bin dagegen.

    2) *Ich bin nicht der Meinung, dass _____.* Discuss both sides of the issue.

    3) Prepare by writing out supporting details, facts, and information for the stance (pro/con) of the topic (issue) of debate.

    4) Students actively participate in the debate.
       After reviewing the necessary vocabulary for participating in a debate and the debate procedure, students organize a mini debate on a topic of interest.

- Students engage in a discussion about a particular inquiry topic using the inside-outside circle strategy. Students are asked to sit in two circles facing each other. Pose questions for students to discuss with their facing partners. The circle rotates so that new partners are found. Pose another question for each new set of partners.

Participate in Group Inquiry

Students will be able to:

3.1.3 contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– demonstrate willingness to share personal knowledge?
– assist the group in formulating relevant questions?
– help identify and focus informational needs, sources and purposes?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria to use when observing students develop KWL (WML) charts, or participate in a debate or in an inside/outside circle.

General Outcome **3**

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

3.2 Select and Process

Specific Outcome

Create and Follow a Plan

Students will be able to:

3.1.4 create and follow a plan to collect and record information

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When preparing for a book talk or writing a book review, students refer to a set of class-developed criteria to assist with selecting information to support their recommendations. For example:

  Buchbesprechung
  – *Textsorte*
  – *glaubwürdige, interessante Hauptfiguren*
  – *lebensnah*
  – *leicht und verständlich*
  – *humorvoll*
  – *interessant.*

- Students construct a plan for a presentation on a particular author or topic, and revise it as necessary as the project proceeds.

	geplanter Termin	*Datum erledigt*
1. Autor aussuchen		
Buch finden		
2. Buch lesen		
3. Zusammenfassung schreiben		
4. Rezension schreiben		
5. Besprechung vorbereiten		
6. Vortrag halten		

- Students develop a personal research plan for a topic. The plan includes the topic, the students' position on the topic, a list of key words that begin a focus for research, a list of possible resources for finding information, timelines indicating target dates for completing steps in the research, and the project due date.

- After reading a short informational text written in German, students collect and record important information in a web or mind map. They then list steps they undertake to locate remaining information.

Create and Follow a Plan

Students will be able to:

3.1.4 create and follow a plan to collect and record information *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– identify factors critical to making an effective plan for an inquiry (time available, purpose of inquiry, depth of investigation expected)?
– create and follow a plan to collect and record information?

☐ **Checklists**

Develop a checklist to assess students' skills in using a variety of strategies for gathering information, developing a plan, and carrying out a plan.

☐ **Conferences**

Meet with students individually to check their ability to create a plan to gather and record information. Have students discuss the challenges they face.

☐ **Work Samples**

Collect students' research or book talk plans. Check students' abilities to create and follow through on a plan to gather and record information.

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 record personal knowledge of a topic and collaborate to generate information for inquiry or research

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students create announcements using the 6 Ws as a guide to formulate questions for a topic in order to generate information (e.g., school dances, class party, etc.).

- Students distinguish between fact and opinion when presented with three or more sentences on a topic being studied. Students work in groups to determine which of the statements are facts, and then they share their findings.

- Students transfer information from an informational text into another form such as a diagram, table, chart, graphs, maps, or other graphic organizers.

- Individually, students create a web based on their personal knowledge on a health or social studies topic. Individuals come together in small groups to share their knowledge of this topic and to develop a collective web on chart paper.

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 record personal knowledge of a topic and collaborate to generate information for inquiry or research *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use a range of strategies for recalling, organizing, and using personal information for inquiry or research?
– collaborate with peers to recall, record, and organize information?
– work with others in a collaborative inquiry or research project?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria.

☐ **Response Journals/Reflection Logs**

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

☐ **Conferences**

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

☐ **Portfolios**

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

☐ **Work Samples**

Assess students' skills in selecting and using graphic organizers suggested in the sample teaching and learning activities. Observe students' strengths and note areas that require further teaching and learning.

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

3.2 Select and Process

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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

- For a report on lifestyles, students interview a German-speaking senior to collect a personal story and look at information, such as photographs, personal memorabilia, or old newspapers.

- Students use a German search engine such as "google.de" to search for information.

- During a study of life in contemporary Germany, Austria, or Switzerland, students work together to create a classroom bulletin board display. Items for the display may include photos, maps, definitions, interesting facts, and information sources including Internet websites (e.g., www.blilndekuh.de).

- Students update their inquiry journals with the sources they have identified to research each new question over the year.

Specific Outcome

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 research or inquiry questions?
- use a repertoire of strategies for selecting information from a variety of sources?

☐ Conferences

Discuss with students their plans for research as well as the information sources they have chosen to answer their inquiry questions. Together, they review students' interview questions.

☐ 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

Work samples indicate the research/interview questions students are asking and their ability to access relevant information. Work samples should include recordings of interviews.

General Outcome **3**

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

3.2 Select and Process

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

- A group of students develop questions to guide their research project on a topic in Canadian history (e.g., early prime ministers, WWI).

- Students record information from a variety of sources by making jot notes or Slim Jims.

- After gathering information on a topic of their choice, students decide if the information in their jot notes answers the questions set out to guide their research.

- When preparing a group presentation about life in 19th century Canada, students decide which maps, illustrations, charts, and artifacts would best explain their written report and engage the interest of the audience.

- When conducting research, students record information on index cards or self-stick notes. Working in pairs or small groups, students determine which information is relevant and what should be discarded.

- Invite students to help develop rubrics to evaluate the purposes and usefulness of resources. Rubrics may be based on the following criteria:

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

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 criteria to evaluate the usefulness of resources for a specific inquiry or research focus?
- self-question to determine the appropriateness of resources?
- recognize that information serves different purposes?
- select a variety of suitable information sources?
- determine the appropriateness of information gathered during the research process?

☐ 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.

☐ Anecdotal Records

Observe students as they evaluate sources using pre-established criteria. Determine whether they can assess the usefulness of the information. Date all observation and note contexts and assess progress over time.

☐ Response Journals/Reflection Logs

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

General Outcome **3**

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

3.2 Select and Process

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 gather important information

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students draw a Venn diagram to compare their personalities with that of a character in a book they are reading.

- Students read for information by using the SQ3R strategy, which assists them in learning how to identify important information by attending to visual clues.

- While viewing a brief informational video, students turn their backs to the screen and listen for audio cues such as pauses, intonation, and signal words used to highlight sections of meaning.

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 gather important information *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- use bibliographies, thesauri, and technology when accessing information and ideas?
- use these tools effectively?
- use auditory cues to identify relevant information?
- use visual cues to identify relevant information?

☐ **Work Samples**

Review students' SQ3R sheets with reference to the Focus for Assessment criteria.

☐ **Checklists**

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

☐ **Conferences**

Discuss students' abilities 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. Questions such as the following are posed:
- *Hast du alle deine Informationen in deutschen Quellen gefunden?*
- *Hast du mehr oder weniger auf Deutsch gefunden als du erwartet hast?*
- *Was ist dir leicht gefallen?*
- *Was ist dir schwer gefallen?*
- *Was für Probleme hast du gehabt?*
- *Wie hast du sie gelöst?*
- *Was hast du Neues über dich gelernt?*
- *Was hast du Neues über dein Thema gelernt?*
- *Was hast du Neues über die deutsche Sprache gelernt?*

General Outcome **3**

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

3.2 Select and Process

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 use organizational patterns of oral, visual, and written text to construct meaning; skim, scan, and read closely to gather information

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- In small groups, students create a timeline of events from a story.

- Students create a comic strip depicting the main events of a story they have read in German.

- Students will read a short news article in German and then summarize it on a chart based on the 6 Ws.

- Students read an informational text in German and use a graphic organizer such as a Venn diagram, flow chart, or graph to show the relationship between ideas.

- Students read German texts using a self-monitoring approach to reading taught by the teacher.

- Working in small groups, students analyze a visual such as a cartoon, map, newspaper picture, photograph, or diagram for information. They discuss what the main idea is, what is happening in the visual, and record their findings on a chart that they later share with the class.

- Students use story maps to record key elements in their own words.

Make Sense of Information

Students will be able to:

3.2.5 use organizational patterns of oral, visual, and written text to construct meaning; skim, scan, and read closely to gather information *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- recognize and use organizational patterns or oral, written, and visual text to construct meaning? Patterns for recognition and use should include main ideas and supporting details, explanations, compare-contrast, cause and effect, and sequence.
- skim to gather information?
- scan to gather information?
- identify key words, phrases, and organizational patterns when listening to texts to construct meaning?

☐ **Observations**

Observe students as they work with texts to determine whether they recognize organizational patterns in these texts. Observe students' skills in skimming and scanning for information in written text and listening for key words and phrases in oral and viewed texts. Determine students' abilities to assess information from a wide variety of texts.

☐ **Work Samples**

Review work samples of graphic organizers to see evidence of students' skills in constructing meaning and organizing information using various patterns.

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, using a variety of strategies and techniques

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When starting a group research project, students brainstorm ideas for investigation and then group related ideas in a graphic organizer, such as a web, outline, 6 Ws, Venn diagram, flow chart, as well as in *Kreuztabellen* or *Begriffsreihen*.

- Students scan the Internet for biographical or autobiographical information about a specific author.

- In researching an assigned topic, students gather books and magazines from the library. They scan the tables of contents, indices, titles, subtitles, pictures, graphs, and charts to choose specific books for further investigation.

- Students choose a topic of interest for an oral presentation. They consider the purpose of their speech (e.g., informative, persuasive), their audience, and the tone (e.g., serious, entertaining). They decide what to include in the introduction, the body (e.g., information, opinions), and the closing of the presentation.

Organize Information

Students will be able to:

3.3.1 organize information and ideas, using a variety of strategies and techniques
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- use a variety of strategies and techniques for organizing information and ideas, such as:
  - comparing and contrasting
  - classifying and sorting according to sub-topics
  - sequencing
  - arranging by order of priority
  - arranging by order of importance

☐ **Anecdotal Records**

Observe students in a variety of contexts to determine whether they organize their ideas using a variety of strategies and techniques. Preferences are noted. Date observations and contexts to note progress over time.

☐ **Work Samples**

Completed charts, maps, graphs, webs, etc., all provide evidence of the variety and efficiency with which students can organize information.

☐ **Portfolios**

Have students select work samples for their portfolios that demonstrate their skills in selecting and using a variety of strategies for organizing information.

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 information in own words; cite authors and titles appropriately and provide publication dates of sources

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- In analyzing a story, students use a web to jot down story elements and the relationships among them.

Handlung

Schauplatz — Konflikt

Hauptfigur — Höhepunkt

Lösung
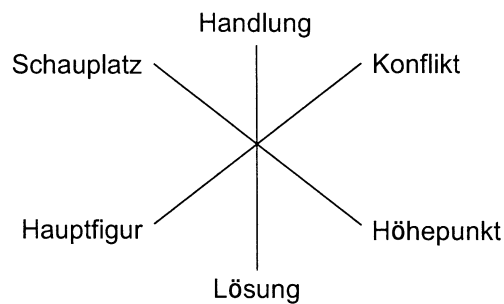
- While doing a research project, a student includes a direct quotation from a person interviewed.

- While doing a research project, students will add a proper bibliography ("*Quellenverzeichnis/ Quellenenangabe*") to the end of their report.

- When conducting research, students use long, narrow strips of paper on which to record their information. They write the category or heading at the top of each strip, and record information in point form as either single words or phrases (Slim Jims).

- Students record information gathered during the inquiry process on a mind map, web, or other type of graphic organizer.

Specific Outcome

Record Information

Students will be able to:

3.3.2 record information in own words; cite authors and titles appropriately and provide publication dates of sources *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– make effective notes from a variety of source materials?
– use note-making methods to record information from more than one source?
– use an organized system of recording notes?
– cite references in bibliographic format, listing authors' names in alphabetical order, title, and publication date?

☐ **Portfolios**

Students collect work samples that demonstrate their progress in organizing and recording information in their own words and in citing reference sources.

☐ **Self-Assessments**

Students use a checklist to assess their planning and retrieving steps of the inquiry process.

Untersuchungsschritte—Schülercheckliste 1		
Name _____ Datum _____		
Thema _____		
	Ja	Nein
Um meine Fragen zu beantworten, habe ich einige Quellen gefunden.		
Ich habe mir die besten Quellen ausgesucht.		
Ich habe mir kurze Notizen gemacht.		
Ich habe ein Organisationssystem gemacht.		
Ich habe alle Quellen alphabetisch nach Autorennamen aufgelistet.		
Meine Quellenangaben sind vollständig (Autoren, Titeln, Daten, Herausgeber, usw.)		

SAMPLE **RESOURCES**

German Children's Encyclopedia

Websites (e.g., Wikipedia.de)

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 for a particular form, audience, and purpose

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- A student goes to the library and chooses a picture book on sharks to share with a Grade 1 reading buddy. The student says, "I chose this book because there are lots of colourful pictures, showing the different kinds of sharks, and it will be easy for my Grade 1 buddy to read it with me."

- Students use a class list of questions for providing feedback during peer-writing conferences.

- Students complete a KWL (WML) chart prior to beginning research on a sea animal. They then examine their chart to identify aspects of the topic that need more information.

Evaluate Information

Students will be able to:

3.3.3 recognize gaps in the information gathered and locate any additional information needed for a particular form, audience, and purpose *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

–   evaluate the appropriateness of information for a particular form, audience, and purpose?
–   identify gaps in information collected?
–   gather additional information?

☐ **Checklists and Rubrics**

Develop checklists or rubrics based on the Focus for Assessment criteria.

☐ **Self-Assessments**

Prepare student self-assessment tools that help students focus on making decisions regarding gaps in information and relationships among content, purpose, form, and audience, such as the one below:

Untersuchungsschritte—Schülercheckliste 2

Name _____   Datum _____

Thema _____

Habe ich:

❑   meine Untersuchungsziele erreicht?
❑   aktuelle Information gesammelt?
❑   die Information überprüft?
❑   Informationslücken gefunden und gefüllt?
❑   Ergebnisse gefunden/Schlussfolgerungen gemacht?
❑   die Information in ein Format dargestellt, das für meine Zielgruppe passend ist?
❑   neue Untersuchungsfragen entwickelt?

Meine neuen Untersuchungsfragen sind:

_____
_____
_____

SAMPLE **RESOURCES**

A variety of books written in German from the school library

GRADE

6

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 assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After studying "Trees and Forests" students discuss the fate of Canadian forests in the near and distant future.

- After completing a short reading, assignment, or activity, students reflect on questions such as:
  - *Welche Aspekte der Aufgabe haben dir gefallen?*
  - *Welche Textaspekte haben dir gefallen?*
  - *Was würdest du als Autor im Text ändern?*
  - *Welche Angaben fehlen dir? Was möchtest du noch gerne wissen?*

- Students reflect upon their knowledge and skills gained through research, and their ability to generate new questions by using the following:

> **Untersuchungsprozesse—Schülerbewertung**
>
> Name _____ Datum _____
>
> Thema _____
>
> 1. Ich habe/wir haben Folgendes gelernt:
>   _____
>
> 2. Das Beste an dieser Untersuchung war:
>   _____
>
> 3. Die folgenden Fragen habe ich/haben wir NICHT beantwortet:
>   _____
>
> 4. Dieses habe ich/haben wir besonders gut gemacht:
>   _____
>
> 5. Als Nächstes möchte ich/möchten wir dieses untersuchen:
>   _____

Develop New Understanding

Students will be able to:

3.3.4 assess knowledge gained through the inquiry or research process; form personal
conclusions and generate new questions for further inquiry or research *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– relate gathered information to prior knowledge to reach conclusions?
– relate gathered information to prior knowledge to develop points of view?
– establish goals for developing further inquiry or research skills?
– assess his/her knowledge?
– draw conclusions?
– generate new questions related to his/her research?

☐ **Portfolios/Response Journals/Reflection Logs**

Students share their completed projects along with self-assessment guides. Students reflect on the
inquiry process and make suggestions for future work. Their reflections should include answers to the
following questions:

Arbeitsmappe
Ich habe dieses Untersuchungsprojekt für meine Arbeitsmappe gewählt.
Es zeigt wie ich:
– *meine Untersuchungsfrage entwickelt habe*
– *Quellen benutzt habe*
– *die Information deutlich präsentiert habe*
Das beste an meinem Projekt war: _____
Ich bin stolz darüber weil _____
Beim nächsten Mal werde ich _____

☐ **Anecdotal Records**

Make brief notes while observing students throughout the year in various research projects. Notes
reflect the Focus for Assessment criteria and are dated to demonstrate students' growth over time.

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

3.3 Organize, Record, and Assess

GRADE
6

Develop New Understanding

Students will be able to:

3.3.4 assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students conduct peer interviews about their research experiences using pre-established guide questions. Students record responses for each other and place them in their portfolios.

Untersuchungsschritte—Partnerinterview

Name _____ Thema _____

Interviewer _____ Datum _____

Planung

Hast du:

- ❏ das Thema verstanden?
- ❏ Fragen zum Thema entwickelt?
- ❏ eine interessante Untersuchungsfrage gewählt?
- ❏ einen Plan entwickelt?
- ❏ deinen Plan ausgeführt?
- ❏ Informationsquellen gefunden?

Angaben sammeln

Hast du:

- ❏ Informationen aus verschiedenen Quellen gesammelt?
- ❏ Schaubilder entwickelt?
- ❏ einige Antworten im Voraus erraten?
- ❏ die Fragen mit Angaben aus den besten Quellen beantwortet?
- ❏ etwas Neues gelernt?
- ❏ neue Untersuchungsfragen entwickelt?

Notizen machen

Hast du:

- ❏ Informationen in Stichpunkten notiert?
- ❏ Angaben in Schaubildern dargestellt?
- ❏ Angaben in Kategorien aufgeteilt?
- ❏ Angaben in eignen Worten formuliert?
- ❏ nur die besten Angaben behalten?
- ❏ weitergesucht, wo Angaben gefehlt haben?

Über die Arbeit nachdenken

Hast du:

- ❏ deinen Untersuchungsplan durchgeführt?
- ❏ deine Fragen beantwortet?

Welche neuen Fähigkeiten hast du von dieser Projektarbeit gelernt? _____

Was möchtest du verbessern? _____

Was sind jetzt deine neuen Untersuchungsfragen?

1. _____
2. _____

Specific Outcome

Develop New Understanding

Students will be able to:

3.3.4 assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Rating Scales**

When students are engaged in activities in which they exchange information with partners such as peer interviews. Use a rating scale to note to what extent students are:

– able to describe in some detail the information their partner provided
– actively engaged in the interactions using German to gain the required information
– able to sustain interactions taking risks with German
– able to describe their activities in sequence

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

<table>
<tr><td rowspan="5">**Specific Outcome**</td><td>**Generate Ideas**</td></tr>
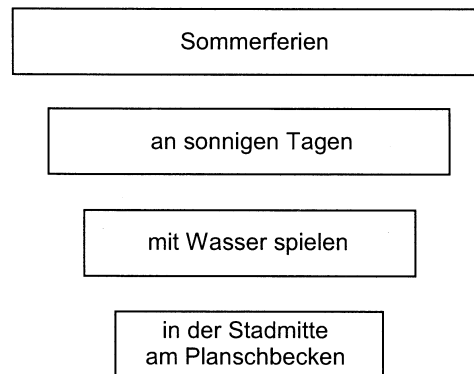<tr><td>*Students will be able to:*</td></tr>
<tr><td>**4.1.1** focus a topic for oral, written, and visual texts, using a variety of strategies</td></tr>
</table>

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students create a cartoon or a sketch to capture the main ideas of a story they have read. They then plan a sequel to the story starting from a continuation of the cartoon.

- Students use a circle map involving the 6 Ws or a timeline as a planning strategy when asked to write a personal biography.

- Students prepare a concept pyramid as they narrow down their topic. For example:

> Sommerferien

> an sonnigen Tagen

> mit Wasser spielen

> in der Stadmitte
> am Planschbecken

This example narrows the topic of summer holidays down to one specific incident that the student can write about.

- Lead the students to focus on a topic by using guided visual imagery.

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:

– integrate ideas and information from experiences and a variety of sources?
– focus a topic for oral, written, and visual text composition based on information integrated from own experiences and other sources?

☐ **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 criteria 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 create a cartoon or a sketch to capture the main ideas of a story they have read. They then plan a sequel to the story starting from a continuation of the cartoon.

- Students create a short play using dialogue to retell a Greek myth.

- Students write a riddle or joke that they share with a partner.

- Students write a ciquain poem about a sea animal after reading an informational article.

- Students write a diary entry.

- Students make up a survey and conduct it.

- Students use a class graph, showing how many students in each grade wear bicycle helmets, to answer questions, such as:
  – In which grades do most students wear helmets?
  – Does helmet use increase or decrease as students get older?

- Sample Forms:

> Diary Entry
>
> The Great Blizzard of April, 1997
> Friday, April 4, 1997
>
> Today was the day that I would finally get my cast off. Me—Karen, Mom, Dad, and Jack were on our way to the hospital. Once we were finished there we would be one our way to Grand Forks. My Uncle B., Auntie D., Lindsay, and Evan were also going with us. We finally got to Winnipeg to pick them up and then we were on our way. We stopped in Emerson and got Mondetta sweatshirts because they were on sale. When we got to the Holiday Inn in Grand Forks, we dropped off our bags and went shopping. When we came back we went swimming in the pool. Jack got hit in the head with the beach ball. Got room service pizza. Our parents went out for supper. Lindsay and I had to babysit the two terrorists; Evan and Jack. We watched MTV for awhile then went to bed. I got the cot. Jack had to sleep with Mom.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use specific forms for particular audiences and purposes?
– demonstrate understanding of relationships among form, content, audience, and purpose in his/her compositions?
– select specific forms suitable to audience and purpose?

☐ **Checklists**

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

i.   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.

ii. 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?

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

iv. 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

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

- Sample Forms: *(continued)*

> Smoking Survey
> We are conducting a survey for all Grade 6 students in school about cigarette smoking. We would like you to answer the following questions. On the sheet, you don't have to put your name, just answer the questions honestly according to your own experience and what you know.
> 1. Do you know the effects of smoking? If so, name three.
>   _____
>   _____
> 2. Why do you think teenagers smoke?
>   _____
>   _____
> 3. How many cigarettes do you think are smoked by teenagers on a daily basis? _____
> 4. What percent of teenagers do you think have tried smoking?
>   a) about 25%   c) about 75%
>   b) about 50%   d) about 100%
> 5. What percentage of teenagers do you think smoke on a regular basis?
>   a) about 25%   c) about 75%
>   b) about 50%   d) about 100%
> 6. Have you been pressured to try smoking? _____
> 7. Please circle: I am: male   female

Choose Forms

Students will be able to:

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

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/Response Journals**

When students work in groups to create CD covers or cartoons, each group should be asked to agree on three or four criteria they will use for self- and peer assessment. For example, students might focus on the following:

– *wie gut man mitmacht*
– *wie kreativ man ist*
– *wie vorsichtig man arbeitet*
– *wie bereit man ist, neue Ideen auszuprobieren*
– *die Textform ist der Zielgruppe angepasst*

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

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

- Sample List of Text Forms

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

GRADE
6

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

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.

4.1 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 *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Sample List of Text Forms *(continued)*

    Oral Texts
    Advertisements
    Announcements
    Ceremonies (religious and secular)
    Debates
    Formal and informal conversations
    Interviews
    Lectures
    Messages
    Oral stories and histories
    Plays and other performances
    Reports and presentations
    Songs and hymns
    Telephone conversations

    Multimedia Texts
    Comic strips
    Computer and board games
    Movies and films
    Slide/tape and video presentations/*PowerPoint*
    TV programs
    Websites

- As part of a daily/weekly current events program, students work in groups to dramatize a news story in class. As the group dramatizes, other students try to guess the 6 Ws of the news story. As students guess, write out the information on the blackboard. Students record the information 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, the sequence of images (ideas), and supporting details.

Choose Forms

Students will be able to:

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

4.1 Generate and Focus

Specific Outcome

Organize Ideas

Students will be able to:

4.1.3 focus use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Paragraph Frames*:* Provide instruction in the use of paragraph frames to enable students to learn about the critical attributes of a variety of paragraphs.

- The following sample frames for narrative, explanatory, persuasive, and descriptive paragraphs can assist students in their writing. Students can use the questions that appear in the checklists for each type of paragraph to assess their own writing. They can also use them to offer specific suggestions to editing partners during peer writing conferences:

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. Versichere, dass 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?

Organize Ideas

Students will be able to:

4.1.3 use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- use organizational patterns from other texts in his/her own compositions?
- use a variety of organizational patterns?
- adapt patterns for use in his/her own compositions?

☐ **Checklists or Rubrics**

Develop a checklist or rubric that addresses the student's ability to use a variety of text organizers to develop and arrange ideas to their own oral, written, and visual texts.

☐ **Anecdotal Records**

Observe in a variety of contexts and notes if students are able to adopt models they have heard, read, or viewed to enhance their own oral, written, and visual texts.

☐ **Self-Assessments**

Students monitor their own learning using completed graphic organizers that have been modelled by the teacher to determine if 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 focus use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Paragraph Frames *(continued)*

Explanatory Paragraphs

1. Decide on an interesting topic.
2. List the main steps in proper order.
3. Start your paragraph with a topic sentence or introductory sentence. Consider using a sentence or two to catch the reader's attention before you write your actual topic sentence.
4. Select the best signal words to indicate order (first . . . finally).
5. Expand your steps into sentences, adding whatever explanations are necessary.
6. Write a good closing sentence to end your paragraph.

Explanatory Paragraph Checklist

1. ❑   Is the topic sentence clearly worded?
2. ❑   Is it clear what is being explained?
3. ❑   Are the steps in the correct order?
4. ❑   Are the steps clearly stated and easy to follow?
5. ❑   Are the best signal or transition words used?
6. ❑   Does the paragraph have a good closing sentence?

Persuasive Paragraphs

1. Choose an interesting topic.
2. Make a list of arguments.
3. Anticipate the opposing side's arguments.
4. Write a topic sentence, stating your view in a convincing way.
5. Put your weakest argument following your topic sentence.
6. Write your strongest argument last.
7. Write a strong closing or summary sentence.

Persuasive Paragraph Checklist

1. ❑   Is the topic sentence clearly worded?
2. ❑   Does the topic sentence state the view clearly?
3. ❑   Have you anticipated the opposing arguments?
4. ❑   Does the order of arguments seem best for the intended audience? If not, reorder the arguments.
5. ❑   Are the arguments clearly stated?
6. ❑   Will the arguments convince the audience?
7. ❑   Is the closing or summary sentence effective?

Specific Outcome

Organize Ideas

Students will be able to:

4.1.3 use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts *(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.

4.1 Generate and Focus

GRADE
6

Specific Outcome

Organize Ideas

Students will be able to:

4.1.3 use listening, reading, and viewing experiences as models for organizing ideas in their own oral, written, and visual texts *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Paragraph Frames *(continued)*

> **Descriptive Paragraphs**
>
> 1. Descriptive writing requires choosing the exact words. Choose an interesting topic and make a list of effective descriptive words.
> 2. Choose words and phrases that will create pictures in the reader's mind by appealing to the five senses of sight, smell, touch, taste, and hearing.
> 3. Start your paragraph with a sentence that gives a hint of what is to be described. It need not be a topic sentence. Sometimes the author does not tell us precisely what is being described until the last sentence.
> 4. Organize your description in an interesting way to give the reader a clear impression in his/her mind.
>
> **Descriptive Paragraph Checklist**
>
> 1. ❑ Have you used the best possible descriptive words?
> 2. ❑ Does the description create detailed impressions in your mind?
> 3. ❑ Is the description accurate and vivid?
> 4. ❑ Does it appeal to the five senses?
> 5. ❑ Is it arranged in a logical order?
> 6. ❑ Is the description clearly stated with a variety of colourful, descriptive words?

- Students record the major events of a story they have read in German onto a story map. They later retell the story using the story map as a guide.

- Students use a poetry frame such as a cinquain or haiku to create an original poem.

- Students write a persuasive paragraph in German with the assistance of a sample paragraph and persuasive paragraph checklist.

- Provide opportunities for students to respond to texts 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.

Organize Ideas

Students will be able to:

4.1.3 use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts *(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.

4.2 Enhance and Improve

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

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

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Two students have developed the first draft of a picture book, with the written text and quick sketches. They work together to revise their first draft.

  Student 1: When I read this out loud, I notice most of our sentences start the same way.

  Student 2: Let's try to find more interesting sentences beginnings and make our illustrations more colourful.

- A student jots down some questions to ask during an editing conference about his work. For example:
  – Does my story make sense?
  – Are my verb conjugations correct?

  After the conference, students decide to rearrange the sequence of events/improve the introduction/write a better conclusion.

- Students complete goal-setting statements or self-evaluation rubrics while working on a research project. For example:

  Today I _____

  What went well? Why? _____

  What did not go well? Why? _____

  Tomorrow I will _____

- As students share their stories using the author's chair, their classmates make thoughtful and helpful comments, using sentence frames. For example:
  – I couldn't understand why _____. Can you explain some more about that?
  – Your characters were very interesting. I liked the way they _____.

Appraise Own and Others' Work

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- revise his/her own composition?
- participate in peer and self revision of compositions?
- demonstrate knowledge of revision processes and responsibilities?
- demonstrate appropriate interaction skills within the peer revision processes?
- participate in developing criteria for revision?

☐ **Anecdotal Records**

Observe students as they share their own stories and work in a variety of contexts. Note how they offer support and feedback and how they respond to feedback from peers.

☐ **Checklists**

Create checklists that establish criteria for revision and use these as part of the assessment process.

☐ **Rubrics**

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

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

4.2 Enhance and Improve

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

- 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 meine 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?	❏	❏

Appraise Own and Others' Work

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

☐ **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.

4.2 Enhance and Improve

Specific Outcome

Revise Content

Students will be able to:

4.2.2 revise for content, organization, and clarity

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After students complete a first draft piece of writing, they revise their work by answering questions, such as:
  - Do I have enough information?
  - What parts need to be taken out?
  - Are any parts of my writing confusing?
  - Is everything in the proper order?

- When revising a story, students edit for correct verb tense to make sure it is clear when the action occurs.

- When revising a story, students look for and correct improper pronoun usage.

- Students use organizers in their notes, such as headings, to assist in writing their ideas into paragraphs that have a clear focus and supporting details.

- Invite students to read a story displayed on overhead transparencies, and discuss how it could be divided into paragraphs to assist reader comprehension.

- Students complete a peer edit on one another's writing using a pre-established checklist.

- Students practise "short cuts for revision" strategies for revising their work. Strategies such as the use of arrows, self-stick notes, and coloured highlighter pens make revision easier.

- Students make revisions to inputted text by using word processing software to insert, cut, and paste text within and between documents.

- Model revision procedures with grade-appropriate texts on the overhead projector using a think-aloud process. Students participate in guided practice as a whole class, in small groups, and then individually. Students are encouraged to read their text aloud, to ask questions, and to 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.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- recognize the need for revision?
- revise his/her work independently?
- revise the content of work?
- revise work for clarity?
- organize thoughts for effective communication?
- eliminate unnecessary information?
- explain why information was eliminated?

☐ **Peer/Self-Assessment**

Peer/self-assessment using checklists/rubrics provide ongoing feedback about students' abilities to revise for content, organization, and clarity. See German BLMs for templates.

☐ **Checklists**

Develop a revision checklist based on the Focus for Assessment criteria. Dates 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

☐ **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:

Revisions and Reflections
I chose this piece because _____
The best aspect of my piece is _____
The teacher's comment about my piece was _____
A peer's comment about my piece was _____

General Outcome *4*

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

4.2 Enhance and Improve

GRADE **6**

Specific Outcome

Revise Content

Students will be able to:

4.2.2 revise for content, organization, and clarity *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

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

Revising My Work in Progress

Name _____ Date _____

Title _____

❑ I read my work aloud to myself to hear what it sounds like.

❑ My writing makes sense.

❑ I have enough information for my audience to understand my topic.

❑ My work is interesting for my audience.

❑ I have new ideas and information.

❑ My information is presented in a logical order or sequence.

❑ I took out unnecessary information.

❑ I have repeated important ideas in different ways.

❑ My writing creates an interesting impression.

❑ I have made good word choices.

- Model revision procedures with grade-appropriate texts on the overhead projector using a think-aloud process. Students participate in guided practice as a whole class, in small groups, and then individually.

- 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

Revise Content

Students will be able to:

4.2.2 revise for content, organization, and clarity *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Self-Assessments**

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

My Final Revision Checklist
Name _____ Date _____ Title _____
❑ I read my work aloud to myself. ❑ I added new information and ideas. ❑ I made my work interesting. ❑ I took out (deleted) ideas that were not needed. ❑ I changed the order (sequence) of information to make sense. ❑ I asked someone for help (peer conference). I listened to my classmates' suggestions.

Was man mir empfiehlt

Name: _____ Datum _____

Texttitel_____

Feedback/Empfehlungen von anderen:

1. Klassenkamarade

   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.

4.2 Enhance and Improve

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Working in groups, students create brochures that present their school to new students. They use colour, line, shape, font styles, and appropriate spacing to develop a layout that effectively presents their message.

- Students create posters to announce school events such as Christmas concerts and German cultural events, using their best handwriting, calligraphy, or available technology to format attractive posters.

- Students participate in timed writing practice drills to help increase their pace while maintaining legibility.

- Students write thank-you letters to a guest speaker using their best handwriting, templates, stencils, or available technology.

- In pairs, students examine and compare handwritten letters from German-speaking countries and Canada, noting similarities and differences.

- Students study samples of German greeting cards. Students use their best handwriting to create unique cards and use their distinctive signatures. Students may use calligraphy, templates, or attractive stencils in making their cards by hand, or they may use available technology to create cards. Students send these cards to their classmates or family members to celebrate special occasions or achievements.

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate*(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- develop a legible personal style of handwriting?
- choose formatting appropriate to content, audience, purpose?
- use desktop publishing skills?
- write legibly?
- demonstrate consistency in alignment, shape, slant, and spacing of letters?
- write at an appropriate pace for context and purpose?
- demonstrate pride and enjoyment in producing legible written work?
- identify areas for improvement in written work?
- select and use a variety of formatting options appropriate to audience and purpose?
- show progress in keyboarding accurately (if technology is available)?
- show progress in using a word processing program (if technology is available)?

☐ Anecdotal Records

Observe students in a variety of authentic writing contexts to access the legibility and pace of their handwriting. Do the students have a positive attitude to handwriting? Is there a need to review certain letter formations or to consider alternatives to handwriting? If technology is available, observe students' abilities to select and use a variety of formatting options, according to purpose and audience.

☐ Work Samples

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

☐ Checklists

Develop checklists based on the Focus for Assessment criteria. Date and include the context of each observation to determine progress over time and to inform instruction.

General Outcome **4**

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

4.2 Enhance and Improve

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Working in groups, students create brochures that present their school to new students. They use colour, line, shape, font styles, and appropriate spacing to develop a layout that effectively presents their message.

- Students create posters to announce school events such as Christmas concerts and German cultural events, using their best handwriting, calligraphy, or available technology to format attractive posters.

- Students participate in timed writing practice drills to help increase their pace while maintaining legibility.

- Students write thank-you letters to a guest speaker using their best handwriting, templates, stencils, or available technology.

- In pairs, students examine and compare handwritten letters from German-speaking countries and Canada, noting similarities and differences.

- Students study samples of German greeting cards. Students use their best handwriting to create unique cards and use their distinctive signatures. Students may use calligraphy, templates, or attractive stencils in making their cards by hand, or they may use available technology to create cards. Students send these cards to their classmates or family members to celebrate special occasions or achievements.

Enhance Legibility

Students will be able to:

4.2.3 write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Self-Assessment**

With students' input, develop a self-assessment checklist to monitor their progress in creating neat, legible work and to guide them in increasing their proficiency with script and with page formatting. Observe and discuss students' use of the checklist. Criteria such as the following may be included:

Welchen Eindruck mache ich schriftlich? Schülercheckliste		
Name: _____ Datum: _____		
	Ja	Nein
Meine Buchstaben sind alle deutlich.	❏	❏
Meine Buchstaben haben alle die richtige Form.	❏	❏
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 weg.	❏	❏
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.	❏	❏

General Outcome *4*

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

4.2 Enhance and Improve

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students think of three different ways of introducing a presentation. For example:
  - start with humorous anecdotes
  - start with personal experience
  - start with the main points of the presentation

  Students decide which will be effective and interesting for the audience.

- Students identify coordinate and subordinate conjunctions such as *und, aber, dass, weil*, in sentences such as:
  - *Der Junge stolperte über den Stein, aber tat sich nicht weh.*
  - *Meine Mutter sagte, dass ich lieb bin.*
  - *Das Kind spielte mit dem Hund und der Katze.*

- After writing their letters, students notice that most of the sentences start with "*Ich,*" so they combine some sentences.

- Students brainstorm lists of words to help them write a comparative poem.

schnell	schneller	am schnellsten
Stefan	Hund	Düsenflugzeug
	Fahrrad	Rakete
		Rennauto

Schnell, Schneller, Am Schnellsten
Stefan läuft schnell.
Sein Hund läuft schneller.
Aber die Rakete ist am schnellsten.

- Students find good examples of superlatives in advertisements or sports stories, discuss their effectiveness, and then use them in their own work.

- When writing a story with narration and dialogue, students use the past tense for narration and the present tense for dialogue.

- When writing a haiku, students carefully choose words that create a visual image and that have the appropriate number of syllables.

- To enhance the message of a collage, students add letters and words cut from magazines.

Enhance Artistry

Students will be able to:

4.2.4 choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– choose language to enhance meaning and emphasis?
– choose sounds and sound effects to enhance meaning and emphasis?
– choose images to enhance meaning and emphasis?
– choose appropriate transitional devices to enhance meaning and emphasis?
– revise to enhance the clarity and artistry of oral, literary, and media text through choice of particular language, sounds, images, and transitional devices?
– use varied sentence lengths and structures (including compound sentences)?
– revise for clarity and artistry (use poetic and figurative language)?

☐ Checklists

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

☐ Anecdotal Records

Focus on students' word choices for clarifying and enhancing meaning. Do students experiment with words drawn from the dialogues, language experience activities, literature, and oral language development activities?

☐ Clozes

Focus assessment on students' abilities to get meaning from context and to predict words that make sense and are grammatically correct.

☐ Work Samples

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

☐ Portfolio Conferences

With student input, review and discuss their 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.

4.2 Enhance and Improve

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students collect unique German phrases, vocabulary, or idiomatic expressions as they listen to, read, or view a variety of texts. Students may create a picture dictionary or a graffiti wall of these unique and interesting phrases. For example, "*Der Apfel fällt nicht weit vom Stamm.*" "*Du kannst zwei Fliegen mit einer Klappe schlagen.*"

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

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

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

- After writing a descriptive paragraph, students underline words that could be more specific to the subject or more interesting to the reader and make other word choices.

- 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. (See German BLMs for a list of transition words.)

Signalwörter	
Signalwörter, die Ideen verbinden	Signalwörter, die Vergleiche ziehen
Signalwörter, die Reihenfolgen ausdrücken	Signalwörter, die Ideen entwickeln und zusammenfassen

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 choose descriptive language, and use varied sentence lengths and structures 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.

4.2 Enhance and Improve

GRADE
6

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 choose descriptive language, and use varied sentence lengths and structures 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 eine andere figure beschreiben.*

  5. *Zeile: in 5 Wörtern der Konflikt beschreiben.*

  6. *Zeile: in 6 Wörtern ein Geschehen beschreiben.*

  7. *Zeile: in 7 Wörtern ein anderes Geschehen beschreiben.*

  8. *Zeile: in 8 Wörtern die Lösung/Endung beschreiben.*

<div align="center">

1. _____

2. _____ _____

3. _____ _____ _____

4. _____ _____ _____ _____

5. _____ _____ _____ _____ _____

6. _____ _____ _____ _____ _____ _____

7. _____ _____ _____ _____ _____ _____ _____

8. _____ _____ _____ _____ _____ _____ _____ _____

</div>

Enhance Artistry

Students will be able to:

4.2.4 choose descriptive language, and use varied sentence lengths and structures 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.

4.2 Enhance and Improve

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Review vocabulary and lead students to brainstorm a list of words relating to heroes. They arrange the words into categories to create webs.

- To better remember the parts of an airplane, students sketch the airplane and label each part (e.g., propeller, fuselage, wings, tail, ailerons, horizontal stabilizer, elevators).

- Invite students to record information they have researched about a weather phenomenon on retrieval charts provided for them.

- Students prepare a book talk on a German story or book they have read using a story map template.

- Students use an organizer in the form of a checklist to help them in reading and including all elements for a detailed composition.

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.5 prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- use pre-established organizers, templates, and presentation techniques to prepare reports, compositions, presentations, inquiry, and research projects?

☐ **Observations**

Observe students as they prepare presentations, reports, and projects using templates or pre-established organizers. Determine the level of support and type of mini-lessons students require.

☐ **Portfolios**

Students select samples of work that represent their use of pre-established organizers. Samples should reflect progress over time and all work should be dated.

☐ **Self-Assessments**

Students reflect on and assess their work by completing self-assessment checklists or a response guide.

☐ **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.

☐ **Rubrics**

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.

4.2 Enhance and Improve

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Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use an organizer in the form of a checklist to help them in reading and including all elements for a detailed composition.

Report Checklist

Name: _____ Date: _____

Topic: _____

❒ Review all the information. Add detail or delete repeated information, as necessary.

❒ Choose a title for your report and headings.

For each category:

❒ Read all the information.

❒ Organize the information.

❒ Create an interesting sentence to introduce your topic.

❒ Use interesting visuals (charts, diagrams, photographs).

❒ Give examples or add details to make interesting paragraphs.

❒ Write a strong ending.

❒ Revise and edit.

Plan for Presentation

❒ Summarize report in point-form on note-cards for oral presentation.

❒ Choose suitable props or artifacts for oral presentation.

❒ Select suitable sound effects or background music.

Enhance Artistry

Students will be able to:

4.2.5 prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Role-Play/Presentations**

When students make presentations and engage in dialogues the 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
– language is appropriate to the situation/context

☐ **Self-Assessments**

Checklist for Organization

Name _____ Date _____

Assignment _____

Scale: 1 — Never
2 — Sometimes
3 — Usually
4 — Always

My accomplishments	Circle one			
I used titles or headings.	1	2	3	4
I remained on topic.	1	2	3	4
I wrote my ideas in an order that is easy to follow.	1	2	3	4
I wrote sentences to tell about the main idea of the paragraph.	1	2	3	4
I used visuals to explain my ideas and information.	1	2	3	4
I placed my visuals in the right places.	1	2	3	4
I neatly labelled my visuals.	1	2	3	4

I did well on the organization of this assignment because _____

I would like to improve my organization skills by _____

☐ **Letters/Correspondence**

– clear, relevant, appropriate information
– includes interesting details
– asks questions (uses questions practised in class)
– includes personal information
– spelling and mechanics do not interfere with meaning
– uses a variety of vocabulary and language structures

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

- Students are given a text written with no punctuation or capitalization. Students must add appropriate punctuation with capitalization.

- Students practise writing effective sentences by participating in a "Daily Edit" exercise. Write an authentic message on the board or overhead that requires editing for sentence fragments and run-on sentences. Students work either individually or in small groups to make the necessary changes.

- Students work in pairs to edit one another's journal entries for sentence fragments and run-on sentences. Authors then make the changes to their work.

- Read aloud a variety of sentences and ask students to use a checklist to identify them as sentence fragments, run-on sentences, or effective sentences.

- Invite students to edit a daily message written on the chalkboard or overhead that contains incomplete sentences. As students improve through their 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 student's work. Students take turns reading their work while their partner monitors it for complete sentences. Authors then make suggested changes independently.

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:
– edit own work?
– edit peers' work?

☐ **Peer/Self-Assessments**

With the students, develop checklists and feedback forms that they may use to assess themselves and other students.

☐ **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 student'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

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Specific Outcome

Spelling

Students will be able to:

4.3.2 know and apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students study and remember the spelling or formation of common words that are not phonically regular or follow typical spelling patterns (e.g., *Dehnungs-h Kohle*).

- Students refer to a dictionary or online dictionary to check the spellings of words they cannot spell correctly by using a sounding out strategy.

- Students brainstorm reasons why incorrect spelling is inappropriate (e.g., creates a bad impression, is misleading, interferes with the message, is sloppy).

- Students use the context and meaning of their writing to proofread for the correct usage of apostrophes and correct spelling.

- Students work in pairs to edit one another's work for misspelled words. Each student has a copy of his or 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 have difficulty spelling. This list is displayed in the classroom and when students encounter other words that pose spelling difficulties those words are added to the list. This list may be made into individual student bookmarks.

- Encourage students to develop metacognitive awareness of their spelling strategies by keeping a spelling log. Students use temporary spellings while drafting, and circle words that need to be verified or corrected. Students record their spelling attempts and their own reasons for their temporary spellings. They may include statements such as:
  – *Diese Woche lernte ich, ...*
  – *Ich möchte über _____ lernen.*
  – *Ich bin mir nicht sicher, ob _____ .*

- Using an overhead projector, students, with teacher guidance, read a classmate's text looking for misspelled words. Then they discuss and correct any misspelled words.

Specific Outcome

Spelling

Students will be able to:

4.3.2 know and apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– predict the spelling of unfamiliar words using strategies and a problem-solving approach?
– use phonetic and non-phonetic patterns?
– know and apply spelling conventions using a variety of spelling strategies?
– use structural analysis or knowledge of word parts such as prefixes, suffixes, and roots?
– know and apply spelling patterns when editing and proofreading?
– 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.

☐ **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.

☐ **Spelling Interviews**

Interview students using their spelling log 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?

Use student responses to guide instruction.

| 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 apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students compare the rules of capitalization and punctuation in German and English, noting similarities and differences (e.g., all nouns are capitalized in German, where they are not in English).

- Students assist the teacher in preparing a template or list of criteria for editing and proofreading written work.

- When writing a short story in German, students refer to a novel or story they have read to find models for the correct use of quotation marks in dialogue.

- 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.

- The class and teacher create a list of "expected" writing conventions 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 are different to some degree from German to English (e.g., all nouns are capitalized in German).

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 know and apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- – apply capitalization and punctuation conventions in editing and proofreading
  - – compound sentences?
  - – titles?
  - – headings?
  - – salutations?
  - – addresses?
  - – dialogue?

☐ **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 of a peer. Students read their work aloud while their 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.

4.4 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, audiovisual, and dramatic forms to engage the audience

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- The class makes a graph showing the favourite novel studied from a list of novels read during the year.

- A student interviews another student at the beginning of the year and introduces that student to the rest of the class.

- As a class, students write an article for the school newsletter about a recent field trip or special activity. They include photographs and drawings.

- Students locate and choose visuals from various websites to enhance an oral presentation.

- For the school literature fair, students present a book talk and a diorama on a novel.

- After reading a novel, two students role-play their favourite scene for the class.

- Students present a speech to the class as though they were running an election for:
  – the class representative
  – the principal for the day
  – a councilor or mayor

- A student explains to a Grade 2 buddy how to draw a butterfly or construct a boat, and assists the buddy with the project.

- In groups, students gather data and create a graph showing the favourite field trip the class participated in during the school year.

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

Share Ideas and Information

Students will be able to:

4.4.1 prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– prepare effective presentations in a variety of forms, such as
  – interactive dialogues?
  – demonstrations?
  – dramatizations?
  – audio-visual representations?
  – visual arts representations?

☐ 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

When sharing information on a topic, does the student:

– organize working materials logically for easy access?
– develop his or her own guidelines?
– follow teacher-directed guidelines?
– engage the audience's attention?
– maintain the audience's 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?
– demonstrate effective group participation skills and strategies?
– recognize and use audience feedback?
– use interactions during presentations (respond to questions, etc.)?

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

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Share Ideas and Information

Students will be able to:

4.4.1 prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Invite students to develop appropriate procedures for oral sharing of narrative text (storytelling, poetry, family stories, personal narratives) and informational text (research reports, personal news, and news events) that includes organizing the content, developing audiovisual aids, and planning the delivery. Record these procedures on charts or on individual sheets for photocopying. See examples below for narrative and informational text.

Story Presentation—Narrative Text
Content Organization   Include: ❑ a beginning, middle, and end   ❑ descriptive details of characters, setting, and events   ❑ events in order
Audiovisual Aids   Plan to use some of the following: ❑ story maps, storyboard, or story vine   ❑ flannel board   ❑ puppets or props   ❑ illustrations   ❑ sound effects   ❑ background music
Delivery Plans   Plan to: ❑ use a good opener—capture audience attention   ❑ set the purpose of the presentation   ❑ speak fluently with expression   ❑ look at the audience   ❑ develop good posture   ❑ use effective gestures   ❑ use an effective closing presentation   ❑ present for right length of time (not too long, not too short)

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

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

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

Oral Presentation Self-Check

Name: _____ Date: _____

Title of presentation: _____

		Circle One
1.	I had a plan for doing my presentation.	Yes No
2.	I made this plan by myself.	Yes No
3.	Someone helped me with this plan.	Yes No
4.	I kept my work in one place.	Yes No
5.	My work in progress was well organized.	Yes No
6.	I practiced what I planned to say.	Yes No
7.	I included illustrations, graphics, or artifacts.	Yes No
8.	I included sound effects.	Yes No
9.	My audience was interested in my presentation.	Yes No
10.	My audience listened to what I had to say.	Yes No
11.	I answered questions from the audience.	Yes No

12. The best thing about my presentation was _____
_____

13. One thing I could do better next time is _____
_____

14. One thing I would do the same next time is _____
_____

15. Overall I would rate my presentation as _____
_____
_____

(See German BLMs for similar checklists in German.)

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

Effective Oral and Visual Communication

Students will be able to:

4.4.2 use appropriate volume, phrasing, intonation, presentation space, nonverbal cues, such as body language and facial expression to enhance communication

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When explaining a diagram, students give the audience time to look at the diagram before listening to the explanation.

- Students use strategies such as humour/cartoons. repetition of main point, logical order, examples, stories, and presentation tools such as the overhead projector or *PowerPoint*, charts, paper, and whiteboard, to highlight the main points of a presentation.

- After a trial run of a reader's theatre presentation, students brainstorm ways of making their presentation more effective.

- When role-playing a telephone interview in German, students practise appropriate greetings and proper telephone etiquette. Students speak clearly and politely, say "excuse me" when unable to hear what is said, and carefully ask questions. At the end of it, students thank the person being interviewed.

- Students assist the teacher in developing an assessment rubric for an oral presentation or role-play. The rubric will be used to provide teacher and peer feedback.

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

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 use appropriate volume, phrasing, intonation, presentation space, non-verbal cues, such as body language and facial expression, to enhance communication
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– deliver short oral presentations and reports?
– focus audience attention?
– modulate his or her voice appropriate for the ideas and information presented?
– use appropriate intonation for the ideas and information presented?
– express ideas and information clearly?
– express ideas and information purposefully?
– use facial expression to enhance ideas and information?
– use gestures to enhance ideas and information?
– take risks in attempting to communicate more effectively?

☐ **Checklists**

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

Aspekte	Lehrer/Partner		Selbst	
	Leistung	Kommentar	Leistung	Kommentar
Die Hauptpunkte sind verständlich.				
Die Angaben sind relevant u. passen zum Thema.				
Es gibt eine Vielzahl an Vokabeln und sprachlichen Strukturen.				
Es wird fließend gesprochen. (Pausen sind meistens nur an Satzenden.)				
Die Fragen werden gut beantwortet.				

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

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Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 use appropriate volume, phrasing, intonation, presentation space, non-verbal cues, such as body language and facial expression, to enhance communication *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When explaining a diagram, students give the audience time to look at the diagram before listening to the explanation.

- Students use strategies such as humour/cartoons. repetition of main point, logical order, examples, stories, and presentation tools such as the overhead projector or *PowerPoint*, charts, paper, and whiteboard, to highlight the main points of a presentation.

- After a trial run of a reader's theatre presentation, students brainstorm ways of making their presentations more effective.

- When role-playing a telephone interview in German, students practise appropriate greetings and proper telephone etiquette. Students speak clearly and politely, say "excuse me" when unable to hear what is said, and carefully ask questions. At the end of it, they thank the person being interviewed.

- Students assist the teacher in developing an assessment rubric for an oral presentation or role-play. The rubric will be used to provide teacher and peer feedback.

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

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 use appropriate volume, phrasing, intonation, presentation space, nonverbal cues, such as body language and facial expression to enhance communication
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Oral Presentations**

With students, rate each of the presentations presented in class as ST (strong), SA (satisfactory), MI (minimal), or NE (not evident).

Aspekte	Lehrer/Partner		Selbst	
	Leistung	Kommentar	Leistung	Kommentar
Die Hauptpunkte sind verständlich.				
Die Angaben sind relevant u. passen zum Thema.				
Es gibt eine Vielzahl an Vokabeln und sprachlichen Strukturen.				
Es wird fließend gesprochen. (Pausen sind meistens nur an Satzenden.)				
Die Fragen werden gut beantwortet.				

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

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Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 use appropriate volume, phrasing, intonation, presentation space, non-verbal cues, such as body language and facial expression, to enhance communication *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Teacher's Notes

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Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 use appropriate volume, phrasing, intonation, presentation space, nonverbal cues, such as body language and facial expression to enhance communication
(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 need to be encouraged to reflect on their oral presentations or 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

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate critical listening and viewing behaviours, and show respect for the presenter

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Invite students to look at illustrations and watch a video on German Christmas, and describe the mood and emotions depicted in the illustrations and video.

- When preparing to make an oral presentation of a poem, students choose to vary the tone and speed of their speaking to convey the mood of poem.

- Students respond appropriately to the mood of a readers' theatre presentation and provide positive feedback, such as "I liked your play because…."

- Students respond appropriately to a classmate's *PowerPoint* presentation by providing either oral or written feedback in the form of "2 Hurrahs and a Hint." Prior to expecting students to give feedback to their peers in German, review or teach the necessary vocabulary.

- 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_____

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate critical listening and viewing behaviours, and show respect for the presenter *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– listen/view actively and demonstrate comprehension?
– demonstrate appropriate verbal and non-verbal behaviours when participating as an audience?
– listen/view critically?

☐ **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 for and presenting again.

☐ **Peer Assessments**

Peers may assess student presentations. An example of a peer assessment strategy is "Two Stars and an Idea."

Two things interesting about the person's presentation were:

1.
2.

A suggestion for the person to consider for his/her next presentation _____

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

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate critical listening and viewing behaviours, and show respect for the presenter *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Teacher's Notes

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate critical listening and viewing behaviours, and show respect for the presenter *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Self-Assessments**

Students reflect on their behaviour during class presentations and complete a self-assessment. Review necessary vocabulary and ask students to fill out a self-assessment form such as the following:

Thinking About Myself As An Audience Member		
Name _____ Date _____		
	Yes	No
1. I was quiet while the speaker was talking.	❏	❏
2. My eyes were on the speaker.	❏	❏
3. I used my body language to show the speaker I was listening.	❏	❏
4. I asked the speaker a question about the topic.	❏	❏
5. I paid attention when others asked the speaker questions.	❏	❏
6. I made a positive comment about the presentation.	❏	❏
7. I enjoyed the presentation.	❏	❏
8. I helped my classmates enjoy the presentation.	❏	❏
9. The best example of good audience behaviour I showed was: _____		
10. One way I could improve my audience behaviour is: _____		

| 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 compare personal ways of responding and thinking with those of others

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students brainstorm a list of cheers to encourage fellow students during a sporting activity.

- Students share their opinions about a field trip to a museum, art exhibit, etc., using predetermined criteria.

- Students conduct a survey of fellow classmates about their opinions on a specific topic, and then create a graph or Venn diagram to show the results.

- When students disagree about whether or not they liked a book or movie, they explore the reasons for their differences.

- Students attend a German play, and then write a short critique on what they liked about the play and what they felt needed improvement. Students share their critiques with the class and discuss them.

- Students watch a video of a dance group from a German-speaking country. During the video, students choose one dance and one song, and write three reasons why the piece appeals to them. In pairs, students then share their responses.

GRADE

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Specific
Outcome

Share and Compare Responses

Students will be able to:

5.1.1 compare personal ways of responding and thinking with those of others
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
–   share ideas and personal responses willingly?
–   demonstrate awareness and acceptance of differing responses and perspectives?
–   recognize similarities and differences between personal opinions and those of others?

☐ **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.

☐ **Observations**

Observe cooperative learning groups to gather data on:
–   students' willingness to share their own ideas and experiences
–   students' willingness to listen to others' ideas and experiences
–   students' skills in communicating their own ideas and experiences
–   students' skills in acknowledging of others' ideas and experiences in a non-judgmental manner

☐ **Journals or Learning Logs**

Students reflect on the similarities and differences in ways of responding and thinking with classmates.

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 explore cultural representations in oral, literary, and media texts from various communities

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students compare versions of the same fairy tale from different cultures (e.g., *Cinderella, Popeliushka, The Rough-Face Girl* (Aboriginal story), Yeh-Shen (China), *Aschenputtel*—German).

- Students listen to a multi-ethnic radio station and compare elements of the broadcast to a German broadcast.

- Students explore various websites (e.g., www.brama.com/art/christmas.htm), and compare Christmas traditions as written on the website and common local practices (e.g., elements to compare: St. Nicholas, Christmas, caroling).

- Students view a variety of game shows/talk shows from a German-speaking country and discuss the similarities and differences between similar North American programs.

- Students view videos of Easter traditions in a German-speaking country and complete a Venn diagram to compare these traditions with those practised in their own community.

- While emailing with a class from a German-speaking country or another city, students are asked to share their favourite text (e.g., fairytale). Compare and contrast their likes and dislikes.

Specific Outcome

Relate Texts to Culture

Students will be able to:

5.1.2 explore cultural representations in oral, literary, and media texts from various communities *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– make connections between cultures and ideas represented in texts?
– recognize the similarities and differences in how like ideas are presented by different cultures?
– recognize specific styles or symbols used by a culture?
– use language relevant to a particular culture in presenting personal reflections on oral, literary, and media texts from a variety of cultures?

☐ **Anecdotal Records**

Observe students during large and small group discussions. Assess students' skills in explaining personal perspectives on culture and ideas represented in oral, literary, and media texts.

☐ **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.

☐ **Portfolios**

Students choose work samples that reflect their best efforts in representing similarities and differences in cultures.

☐ **Work Samples**

Analyze work samples such as Venn diagrams, thinking maps, response journals, and learning logs to determine how students explore and record personal perspectives on cultural representations in oral, literary, and media texts.

SAMPLE **RESOURCES**

Website: <www.brama.com/art/christmas>

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 insights, thoughts, feelings, and experiences of individuals in oral, literary, and media texts to personal experiences

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students read books and identify the challenges faced by the main characters. They make comparisons with their own lives.

- Students discuss how personal experiences contribute to the understanding of novels (e.g., playing sports, owning a pet, living in another province, losing a family member).

- When students disagree about whether or not they liked a book or movie, they explore the reasons for their differences.

- Students research a hero and write a short biography including their contributions.

- Using a Venn diagram or a comparison chart, students compare their lives with the life of a famous person.

Appreciate Diversity

Students will be able to:

5.1.3 connect the insights, thoughts, feelings, and 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 his/her personal life?
- – integrate others' ideas into his/her understanding of diversity?
- – reflect on his/her own participation in various communities?
- – understand his/her relationship to the communities of the past and future?

☐ **Self-Assessments**

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 aktiv am Leben 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.			

☐ **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.

☐ **Checklists**

Include criteria in a checklist that assesses a students' skills in comparing individual and situations portrayed in oral, literary, and media texts to their own personal experiences.

SAMPLE **RESOURCES**

Guest speakers from the German community

| 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 | GRADE **6** |

Specific Outcome

Celebrate Special Occasions

Students will be able to:

5.1.4 select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students prepare thoughtful and relevant questions to ask presenters at a mock legislature session or class meeting.

- Students write a formal letter to their parents inviting them to attend an event, such as a celebration of learning or student-led conference.

- Students prepare a speech for a Grade 6 farewell celebration.

- Students prepare posters and invitations to school-based events.

- Students create three German language awards in bookmark format which they present to classmates whom they deem deserving (language criteria to be set by the teacher). This will occur at the end of the month in a traditional ceremony planned by the students.

- Every morning, choose five students to speak about a special event of their choice. Students must be ready to speak at any time.

- During a weekly Monday morning sharing session, students share and acknowledge one another's special news or accomplishments with verbal statements like "*Gut gemacht, ich gratuliere*".

- Students create a special "Student of the Week" award upon which they list that person's special qualities (e.g., *Du bist lieb. Du kannst gut Fußball spielen. Du kannst gut zeichnen. u.s.w*).

- Students prepare, in advance, a short talk about a special event of their choice, such as a school spirit day, mini Olympics, or an awards ceremony.

Celebrate Special Occasions

Students will be able to:

5.1.4   select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– demonstrate awareness of audience?
– use appropriate language?
– demonstrate an understanding of the role of language in portrayals of cultural, gender, age, and other groups?
– use appropriate body language?
– participate in new experiences to broaden the opportunities to learn?
– monitor his/her own use of language when engaged in a celebration?
– demonstrate self-assessment and respectful observation of others when engaged in a celebration?

☐ **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-Assessment**

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 _____ (z.B. Montag).
Ich habe _____ mit seinem/seiner/ihrem/ihrer _____ geholfen.
Ich habe in der Pause mal mit _____ gespielt. Dann war er/sie nicht so allein.
Ich habe am _____ (z.B. 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   assist group members to maintain focus and complete tasks

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students assume the roles of editor, illustrator, and writer, and collaborate together to write news articles for a classroom newspaper.

- While making a paper plane, a student has difficulty getting the wings symmetrical and seeks help from another.

- After reading a story, students develop their own character webs on the main character, compare their individual webs with one other student, and create a third web combining the best of their work.

- When starting a research project, a group of students discuss preferences for assigning tasks. The class brainstorms for possible phrases, such as:
  – *Ich möchte gern . . . , weil*
  – *Ich möchte lieber, weil*
  – *Ich kann . . ., weil*
  – *Ich interessiere mich für . . .*

- Students complete a mid-project, a final peer evaluation, and a final evaluation based on pre-established criteria. Students must use three adjectives to describe their group members' performance. Provide a list of adjectives to choose from.

- When leading a group meeting, a student asks another student to record solutions to the problem being discussed (e.g., *Wer möchte der Gruppenleiter sein? Wer möchte aufschreiben? Wer möchte für das Projekt verantwortlich sein?*)

- Students learn the language they need for co-operative group work by watching and listening carefully as the teacher models the language and behaviours of attentive listening, giving encouragement, praising accomplishments, and clarifying ideas and responses. The vocabulary necessary for co-operative group work in German is posted in the classroom for student reference. Students practise this vocabulary through role-plays and repetition.

Co-operate with Others

Students will be able to:

5.2.1   assist group members to maintain focus and complete tasks *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- remain on task consistently during group work?
- use task maintenance behaviours to help the group maintain or regain focus?
- participate in group problem-solving related to productivity and other group issues?
- use 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 processes, provide feedback on observations made, and discuss ways to improve the cooperative learning process.

☐ **Quick Checks (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. 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.

☐ **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.

SAMPLE **RESOURCES**

PowerPoint software

Newspapers from German-speaking countries can be downloaded or accessed on the Internet

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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 select and assume roles to assist in the achievement of group goals

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students discuss possible topics to research on Germany.

  Student 1: Our neighbours took a trip to Germany, so tourism would be good.
  Student 2: Whenever we study a new country, we study the customs, so let's put that down.
  Student 3: I know there are a lot of old castles in Germany, so we should find out about their history.
  Student 4: I wonder what foods they eat? We could find out about that.

- A group of students discusses and assigns roles to make a brochure (e.g., graphics, locating information, writing, layout). As they put the brochure together, they find they have too much print information and decide if they should make the brochure bigger, use smaller print, summarize the information with key points, or use a visual.

GRADE

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Specific
Outcome

Work In Groups

Students will be able to:

5.2.2 select and assume roles to assist in the achievement of group goals *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– demonstrate knowledge of various group roles and their responsibilities?
– select and assume specific roles and use them in a group task?
– choose roles appropriate to the specific task?
– provide feedback about group roles and how effectively they were carried out?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Observe students as they engage in small-group discussions and record students' question-asking patterns.

☐ **Self-Assessments**

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.			

☐ **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.

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 **6**

Specific Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 demonstrate sensitivity to appropriate language use and tone when communicating orally

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Following a mini-lesson on formal introductions, a student prepares a short welcome and introduction for a guest speaker at a Grade 6 graduation/farewell.

- Students address guests to the school using the appropriate form "*Sie.*"

- Students use appropriate greetings such as "*Herzlich Willkommen, Guten Tag, Hallo, Tschüss, Aufwiedersehen, Ciao.*"

- In small groups, students choose a variety of poetry selections to present orally in class.

Use Language to Show Respect

Students will be able to:

5.2.3 demonstrate sensitivity to appropriate language use and tone when
communicating orally *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– select and use language appropriate to the context?
– demonstrate knowledge of the elements that make up oral communication including tone,
  volume, intonation, word choice, register, and non-verbal cues?
– demonstrate understanding of a range of 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?
– apply culturally appropriate greetings at appropriate times?

☐ **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 their own contributions to group process, set personal goals for enhancing work with others, and monitor group processes, using checklists

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After working in a group, individual students complete a self-assessment, such as:

How I Contributed to Our Group	**Me**
1. I listened respectfully to others	3
2. I participated by sharing ideas.	3
3. I made sure that good ideas were written down.	2
4. I helped with revisions	3
5. I encouraged others to share their ideas.	4

Scale:

	1	2	3	4	5	
Seldom					Often	

- Students reflect on their own work and set goals for a future project.
  - Next time, I will start on my tasks sooner instead of leaving them until the last minute. We nearly didn't get our project finished on time.
  - Next time, I'm going to get motivated more by choosing a task that I can work on with others.
  - Next time, I'm going to recommend that we limit our research to two or three sections and do them in depth.
  - Next time, I'm going to choose a topic for which there is more information available to research.

GRADE
6

Specific
Outcome

Evaluate Group Process

Students will be able to:

5.2.4 assess own contributions to group process, set personal goals for enhancing work
with others, and monitor group process, using checklists *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– participate willingly in self-assessment of contributions to 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 Reflection Log. 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 consistently and independently use all elements of the sound-symbol system

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Dictate a short paragraph to the students, who transcribe the text using proper elements. (Paragraph may be new or prepared.)

- Students are given a text written in capital letters with no punctuation. Students then rewrite the text using all spelling elements.

- See 4.3.2 for more ideas.

- Administer a spelling pretest of words that students are not familiar with in order to assess their knowledge of the sound-symbol system. After the pretest, go through the list of words with the class and review the sound-symbol system. Choose specific words with letters that students find confusing (e.g., v/w, f/v, ä, ö, ü).

Sound-Symbol System

Students will be able to:

6.1.1   consistently and independently use all elements of the sound-symbol system
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– consistently and accurately apply knowledge of the German alphabet in familiar situations?
– consistently and accurately apply knowledge of the German alphabet in unfamiliar situations?

☐ **Checklists**

Create a checklist based on the Focus for Assessment. All observations are dated and the context noted. The data should be reviewed to note progress over time and to guide instruction.

☐ **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.

☐ **Anecdotal Records**

Observe students as they work with words, either orally or in written work, to determine their abilities to use the German alphabet accurately. Data can be recorded on a checklist and dated.

☐ **Running Records**

Record students' oral reading behaviour as they read a German text. Record miscues as students read orally. Analyze their behaviours to determine effective and efficient use of cueing systems.

☐ **Testing**

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.

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 recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students write a word map to come up with variations of words. For example:

brüllen   sprechen

sagen

flüstern   erwiedern   erzählen

- Students draw a poster of a word with multiple meanings (e.g., *Birne* = pear and light bulb and brain).

- In teams, students play a game like "Family Feud" where they must guess as many different words or phrases that express the same idea (e.g., ways to introduce oneself):
  – *Ich heiße ...*
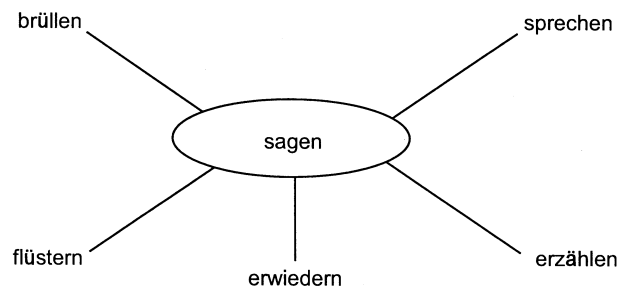 – *Mein Name ist*
  – *Ich bin ...*

Vocabulary

Students will be able to:

6.1.2 recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– recognize that one word may have many meanings?
– recognize that various words and expressions may convey the same idea?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment. Observe students as they work with new vocabulary, and note the appropriate or inappropriate use of vocabulary. Date all observations and note progress over time.

☐ **Paper/Pencil Tests or Oral Tests**

Once students have had ample opportunity to study new vocabulary and expressions and to explore the multiple meanings of some words, test their knowledge on an oral or written test.

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

GRADE
6

Specific Outcome

Grammatical Features

Students will be able to:

6.1.3 use, in **modelled** situations, specific grammatical elements:
- adjectival endings
- all possessive pronouns in accusative and dative
- relative clauses in nominative (*Die Katze, die...*)

use, in **structured** situations, specific grammatical elements:
- prepositions with dative and accusative
- imperative (singular, plural, and formal)
- personal pronouns (accusative and dative)
- familiar separable verbs
- future tense
- verb conjugation including modals in present, perfect, and past tenses
- formal address
- sentence structure (subject, object, and indirect object)

use, in **independent** situations, the following grammatical elements:
- prepositions with accusative only and dative only
- comparison of adjectives
- verb position in the subordinate clause (*dass, weil, als*)
- verb conjugation including modals in present tense
- imperative (singular—*geh*, plural—*geht*)

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. Some concepts will need to be modelled and structured for more than one year.

Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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

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

Specific Outcome

Grammatical Features

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

Specific Outcome

Mechanical Frames

Students will be able to:

6.1.4 use basic German mechanical features effectively

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Give students a dialogue without any punctuation. Students must add in punctuation for effective written communication.

- In pairs, students peer-edit one another's writing specifically for mechanical features.

- Invite students to choose three interesting photographs from a collection presented to them. Students are asked to write effective captions for the chosen three photographs using a variety of mechanical features for effect.

- Provide students with newspaper articles and have them work in pairs to write the headlines. Each pair shares their headlines and then the class votes on the three most effective.

Mechanical Frames

Students will be able to:

6.1.4 use basic German mechanical features effectively *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use basic German mechanical features correctly?
– use basic German mechanical features for effect?

☐ Checklists

Develop a checklist based on the Focus for Assessment, 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.

☐ Testing

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.

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 independently for effect

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- While participating in a class debate, students are encouraged to use phrases such as:
  - *Ich glaube*
  - *Ich meine*
  - *Meiner Meinung nach …*
  - *Ich stimme damit überein*
  - *Ich bin dagegen*
  - *Ich bin nicht der Meinung, dass …*

- Working with a partner, students organize a short written text provided to them by the teacher into paragraphs using indentation, headings, etc., as required.

- Draw students' attention to a social convention of German speakers—vocabulary flows with very few pauses, almost a melodic, continual dialogue between speakers—after watching a segment of a film or video.

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 independently for effect *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use basic discourse features in oral, written, and visual texts?
– effectively use basic features in oral, written, and visual texts?

☐ **Checklists**

Develop a simple checklist based on the Focus for Assessment. When making observations, note the context and date all observations.

☐ **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 variety of familiar topics in structured and unstructured situations

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Play CDs or DVDs of familiar and unfamiliar stories spoken by native speakers. Students identify the main points.

- Students tell about their day or weekend to the entire class.

- Field trips with German-speaking interpreters (i.e., Provincial Legislature tour).

- Students listen and view a television news program and list one or two main points discussed (e.g., *Deutsche Welle*).

- Students watch a video about Germany and fill in a chart about the cities viewed.

Stadt	Wo liegt _____?	In welchem Bundesland?	Interessantes
München	Im Süden	Bayern	BMV Hauptzentrale Olympisches Stadion

- Students, working in small groups, prepare relevant questions in preparation for a guest speaker. During the guest speaker's presentation, students record answers to their questions, and later share this information with their group members.

- Invite students to listen to a radio or television newscast in German, on a topic they are familiar with, and be prepared to discuss the 6 Ws.

GRADE
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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 variety of familiar topics 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. Make observations as students listen and respond to lengthy oral or media presentations.

☐ **Learning Logs**

Students record entries in a learning log following each oral presentation and discussion. The entries may include what they 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 their responses and assess how they use their knowledge and listening strategies to learn.

☐ **Conferences**

Meet with students to check on their understanding of key information they have heard during oral or media presentations.

SAMPLE **RESOURCES**

German news

Children's magazines (e.g., *Mücki, das Rad*)

German newspapers

Radio broadcasts on CKJS or over the Internet

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 or unstructured situation

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Oral book reports

- Debates (social studies issues).

- Prepared oral presentations for social studies

- Artwork critique

- Students bring personal items in a bag and then present (i.e., colour, soccer medal, etc.).

- Students choose a topic that is familiar and of interest to them and speak briefly on it (e.g., my favourite sport; my favourite holiday).

- Students prepare a short oral book/story review using a book/story review guideline.

- Students must describe a word randomly given to them using descriptive German adjectives. Words should be from themes familiar to students or currently under study.

- Students share highlights about their weekend, evening, or holiday activities during a Sharing Circle activity, focusing on using verbs in the past tense.

Speaking

Students will be able to:

6.2.2 deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured or unstructured situation *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– spontaneously produce an oral presentation of a familiar topic in a structured situation?
– spontaneously produce an oral presentation in an unstructured situation?
– produce a prepared oral presentation on a familiar topic in a structured situation?
– produce a prepared oral presentation on a familiar topic in an unstructured situation?

☐ **Checklists**

Develop a simple checklist based on the Focus for Assessment to assess students' abilities to produce prepared and spontaneous oral presentations.

☐ **Anecdotal Records**

Record information about students' skills and knowledge during specific sharing situations. Date and describe the context of each sharing. Review should be done to 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:

– application of classroom vocabulary taught/reviewed to the topics discussed
– willingness to take risks with using German
– correct pronunciation and intonation
– active engagement in the activity

☐ **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
– use volume and intonation
– use correct pronunciation
– demonstrate fluency of delivery
– express completeness of information
– understand simple questions about their topic
– attempt to answer questions in German

General Outcome	**6**	*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*	**6.2** Language Competence

Specific Outcome

Reading

Students will be able to:

6.2.3 read and understand a lengthy series of interrelated ideas dealing with familiar and unfamiliar topics in structured and unstructured situations

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students read German fables and retell the story in their own words.

- Students write friendly letters to a pen pal in a German-speaking country.

- Students complete Internet research using German search engines, such as *Blinde Kuh*, etc.

- Students read a text and then complete a work page about the content.

- Students share a book they have read by completing a written book report.

- Students read a novel and complete a chart asking for the main idea and supporting details (e.g., *Pünktchen und Anton* by Erich Kästner).

- Students read a story and record information about a character's problem and main events on a story map.

- Students exchange friendly letters with their pen pals from another German bilingual school.

Reading

Students will be able to:

6.2.3 read and understand a lengthy series of interrelated ideas dealing with familiar and unfamiliar topics 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.

☐ **Conferences**

Conference with students using a variety of short text and/or series of sentences. Talk with students about the strategies they used to construct and confirm meaning. Use this information to guide instruction.

☐ **Retrospective and Collaborative Conversations**

Initiate conversations with students about the cueing systems and comprehension strategies they used.

SAMPLE **RESOURCES**

Novel: *Pünktchen und Anton* by Erich Kästner

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/or with preparation, a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students write friendly letters and produce a "*Wer bin ich?*" project including:
  - *Name, Alter, Familie*
  - *Hobbies*
  - *Lieblingsgerichte und Dinge die ich gern es*se

- After returning from Christmas break, students write about the way their family celebrated Christmas.

- At the end of the fairy tale unit, students write their own fairy tales.

- Social studies research reports can be written to enhance understanding of a topic.

- Students write German tourist officers asking for specific city brochures. Students will then make travel posters from German cities.

- Students write a short story on a topic familiar to them that has a beginning, middle, and end.

- Brainstorm all words that pertain to a specific topic. Students then use those words to write a story and illustrate it.

- Students are asked to write a news article highlighting a recent class field trip.

- Students research a topic of interest using a graphic organizer on which to record information. From the information gathered, they write a report.

- Students, in small groups, write a list of clues for a Treasure Hunt game.

- Using a variety of menus written in German as writing models, students create a recipe for a new dish they have invented.

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Specific Outcome

Writing

Students will be able to:

6.2.4 produce, spontaneously and/or with preparation, 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:
- use language models and forms to assist in the writing process?
- apply vocabulary learned in class?

☐ **Checklists**

Create a checklist based on the Focus for Assessment. 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 they 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*, British Columbia Ministry of Education, Skills and Training, 1997.)

SAMPLE **RESOURCES**

Samples of travel brochures

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 events and/or representations within and beyond the school context

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students view DVDs and read books as well as perform Internet searches to research various topics such as:
  - ✴ *Christkindlmarkt*
    - *Fotos oder Videos*
    - *Warum gibt es sie?*
    - *Wo findet man sie*
    - *Was sind die*
    - *Was gibt _____ ?*
  - ✴ *Volkstänze*
    - *Bedeutung*
    - *Wie fingen sie an?*
  - ✴ *Tracht*
    - *Wie sieht sie aus?*
    - *Warum tragen die Männer Stützen in Bayern?*
  - ✴ *Kunst*
  - ✴ *Musik*
  - ✴ *Kulturelle Traditionen*
    - *Essen*
    - *Bekleidung/Tracht*
    - *Tanz*
    - *Musik*
  - ✴ *Kulturelle Symbole*

- Observe a movie and observe the main characters.

- Observe a painting or sculpture. Describe it. Describe the feeling you get.

- Gestures (e.g., hand shaking, knocking on the table to say hello to a group).

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- show an appreciation for cultural events held in the school or community?
- demonstrate an understanding of German in a variety of situations?

☐ **Checklists**

Create a checklist based on the Focus for Assessment. 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' Venn diagrams, calendar of events, and other samples of work for evidence of appreciation and understanding of German events and/or representations.

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 use a variety of forms to create representations of ideas, events, and/or information

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students choose two of the following formats to retell a story (e.g., fairy tale).
  - dance
  - music
  - poetry
  - artwork—collage
  - dioramas
  - drama
  - mobiles

- Produce a *PowerPoint*.

- Throughout the year, invite students to advertise school events in German in a variety of ways (e.g., posters, announcements).

- Students will create a dance, play, or puppet show that represents a story they have read in class. They share their representations with another German class.

- Students create a diorama with their book review.

- Students create a *PowerPoint* presentation, which includes graphs.

- After reading the story *Momo* in class, invite students to create a diorama representing their favourite part of the story.

- In small groups, students prepare a radio show by adding music, sound effects, and manipulating the script as necessary.

- Students create a collage representing their ideas of what it means to them to be a German (German speaker). They may use photographs, pictures, illustrations, words, and phrases to express their thoughts.

Representing

Students will be able to:

6.2.6 use a variety of forms to create representations of ideas, events, and/or information *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- effectively represent information/ideas using a variety of forms?
- experiment with a variety of forms in order to convey information and/or ideas?

☐ **Checklists**

Create a checklist based on the Focus for Assessment to determine students' abilities to create multiple representations of the same ideas, events, or information. Date each observation and include the context of the observation. Review and note progress over time to guide conferences and instruction.

☐ **Portfolios**

Students select work samples that show different ways students have organized ideas and information. Students include reasons for choosing each work sample.

SAMPLE **RESOURCES**

Novel: *Momo* by Michael Ende

| 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 | GRADE 6 |

Specific Outcome

Register

Students will be able to:

6.3.1 identify socially appropriate language in specific situations

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students watch a video and count the number of times the formal "*Sie*" form is used.

- After students have been introduced to a list of socially appropriate phrases in German such as *Können Sie mir bitte den Weg zum Bahnhof erklären? Entschuldigen Sie bitte, können Sie mir bitte helfen? u.s.w.*, they engage in a game that encourages the use of these phrases in the classroom. Five students in the class are appointed the "*Aufsichtsperson/Beobachter*" and are given 10 tickets that they can give out when they hear their classmates using the phrases given by the teacher. The student with the most tickets at the end of the day receives a prize.

- Students read a story or dialogue and underline the phrases they can identify that pertain to socially appropriate language, (e.g., greetings).

GRADE

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Specific
Outcome

Register

Students will be able to:

6.3.1 identify socially appropriate language in specific situations *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- demonstrate an understanding of socially appropriate language?
- apply socially appropriate language in a variety of situations?

☐ **Checklists**

Use checklists based on Focus for Assessment. All observations should be dated and the context noted.

☐ **Conferences**

Keep notes on individual students' successes and challenges in adapting language. Share notes with students and, together, they make plans for improvement. 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 correctly use learned idiomatic expressions in new contexts

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students are asked to use a learned idiomatic expression in context at least once during the week. A partner is challenged to catch his partner using it.

- Students participate in a game to review idioms learned in class. Students will be separated into two teams and given an equal number of illustrations. In 30-second time segments, two students from one team act out a situation in which an idiom could apply. Once the two students have completed dramatizing the scenario, their teammates get together to decide which illustration represents the idiom that was dramatized. Once they decide, a student brings up the illustration. If it is correct, the picture is hung on the board behind the team. At the end of the game, the team with the most illustrations wins.

- After students are introduced to a variety of idiomatic expressions and understand their meaning, they compose a class book of German idioms. Each idiom is written out and illustrated (e.g., *Der Apfel fällt nicht weit vom Stamm* would be accompanied by a picture of an apple falling from a tree and landing close to the trunk).

- Students play a matching game in which they have to correctly match an idiomatic expression to a given situation (e.g., a mother and daughter are almost identical in personality and/or appearance: "*Wie aus einem Ei gepellt*.").

Idiomatic Expressions

Students will be able to:

6.3.2 correctly use learned idiomatic expressions in new contexts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– demonstrate an appreciation of idiomatic expressions?
– correctly apply idiomatic expressions in new contexts?

☐ **Anecdotal Notes**

Record information throughout the year about students' ability to understand and use simple idiomatic expressions in German.

☐ **Checklists**

Create a checklist based on the Focus for Assessment. All observations are dated and the context of the observations noted.

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

GRADE **6**

Specific Outcome

Variations in Language

Students will be able to:

6.3.3 recognize some common regional variations in language

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Speakers from different geographical regions of German-speaking countries present a short speech about the same topic. Students will be encouraged to listen for different pronunciation and words about the same topic (i.e., dialects, words—*Schlipps/Krawatte*).

- Students read a story written by an Austrian author (e.g., Christine Nöstlinger) and are encouraged to find new words that are synonyms for familiar High German words (i.e., *Guten Tag = Grüß Gott; Brötchen = Semmel*).

- Students listen to interviews with German-speaking athletes, politicians, and musicians that are aired on German radio stations.

- Collect different samples of expressions from the students in class (e.g., Mennonite colonies in South America, different regions of Germany).

GRADE

6

Specific
Outcome

Variations in Language

Students will be able to:

6.3.3 recognize some common regional variations in language *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- – appreciate regional variations in the German language?
- – recognize common 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. Date and record the context of each observation. Use these data to guide instruction and conferencing.

☐ **Conferences**

Conference with students about their experiences listening to regional variations in language. Ask students about what was challenging or interesting, and what strategies they used to aid comprehension. Review learning logs or journal 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 important social conventions in everyday interactions (e.g., shaking hands)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students perform a short skit incorporating social conventions.

- Students write a list of good and bad behaviour in a variety of contexts, to accompany a list of situations provided to them by the teacher. The activity could include examples, such as "*Wie benehme ich mich im Restaurant/im Bus,* etc."

- In groups, students prepare for an upcoming field trip by drafting a list of rules for acceptable behaviour. These should include speaking to elders using the "*Sie*" form, etc.

- In small groups, students role-play scenarios such as greetings and farewells in a variety of situation.

Social Conventions

Students will be able to:

6.3.4 recognize important social conventions in everyday interactions (e.g., shaking hands) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− recognize important social conventions in everyday interactions?
− apply appropriate behaviour and language in a variety of familiar contexts?

☐ **Observations/Anecdotal Notes**

Observe and note students' skill in appropriately greeting adults and peers in the school or classroom. Note students' awareness of, and skill in, using other appropriate social conventions when interacting with others, such as taking turns, disagreeing, interrupting, refusing politely, etc.

☐ **Journals**

Students record in their journals two or three important behaviours that they need to remember and practice when interacting with others in German in a variety of contexts. Provide prompts such as:

Wenn ich _____, dann muss ich _____.
Ich muss daran denken _____.
Es ist sehr wichtig _____.

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., interpersonal space and physical contact)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students perform skits using non-verbal behaviours such as shaking hands when being introduced to someone.

- Students practise introducing themselves to one another in a variety of different contexts.

- Students role-play introductions in a variety of contexts (e.g., child → priest, child → teacher, child → child, child → visiting guest).

- Present examples of appropriate and inappropriate behaviours:
    - men's hats are removed when entering a building
    - to remain seated when a guest, elder, person of the clergy, or St. Nicholas enters is considered inappropriate
    - the doors are to be held open for the person following you
    - a greeting is always expected whether entering a store, a bus, passing someone on the street, etc.
    - when entering or leaving a room or group of people you greet everyone with a handshake
    - addressing an adult with "du" is extremely inappropriate
    - answering the phone without identifying yourself is considered rude

- Present examples of non-verbal communication in different situations, such as drama presentations, television shows, and commercials. Students identify specific features of non-verbal communication, such as facial expression, hand movements, whole-body movements, and eye contact. In small groups or as a class, discuss how these specific features aided the presentation. When the students have become familiar with non-verbal cues, students work in pairs or small groups using a script provided by the teacher to practise these non-verbal communication skills.

- Play clips of television shows or videos with the volume turned off in order to focus on the use of non-verbal cues, being sensitive to cultural practices and values. With students, discuss how these cues convey feelings, help to persuade, or express opinions. Students may be given situations to pantomime the use of non-verbal cues.

- Students participate in a number of field trips that demand appropriate non-verbal behaviours. Prior to the field trip, students review appropriate non-verbal and verbal behaviours and then make a point of practising them during the field trip (e.g., upon entering a room you greet the people present).

Non-Verbal Communication

Students will be able to:

6.3.5 use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., interpersonal space and physical contact) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- demonstrate an appreciation for appropriate non-verbal behaviours in a variety of contexts?
- apply appropriate non-verbal behaviours in a variety of contexts?

☐ Learning Logs

Have students write about the difference between appropriate and inappropriate non-verbal behaviours, in certain contexts, based on what they viewed and following the class discussion.

☐ Conferences

Conference with students to check on their understanding of appropriate and non-appropriate non-verbal behaviours.

☐ Anecdotal Records

Record examples to show how students applied knowledge of and communicated understanding of appropriate and non-appropriate non-verbal behaviour both within and outside of the school context.

☐ 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
- language is appropriate to the situation/context

SAMPLE **RESOURCES**

Novel: *These Strange German Ways* by Susan Stern

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

Cognitive

Students will be able to:

6.4.1 identify and use a variety of cognitive strategies to enhance language learning (e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task)

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.

- Refer to the Appendix in the Curriculum Framework under *Global List of Strategies—Language Learning Strategies.*

- Introduce the concept of cognates. Students, in small groups, are asked to list as many as they can in 60 seconds. Students then share them as a class.

- Students are introduced to a poem and are asked to replace the adjectives with their own.

Cognitive

Students will be able to:

6.4.1 identify and use a variety of cognitive strategies to enhance language learning (e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task) *(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?

☐ **Checklists**

Using a list of cognitive language learning strategies, keep a list of strategies for students 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 tracked, etc. Conference with students, reinforcing the good use of strategies and encouraging the use of new strategies.

☐ **Self-Assessments**

A simple list of strategies can be used by students for tracking usage and frequency.

☐ **Rubrics**

Develop a rubric to assess students' abilities to look for patterns and relationships
(e.g., in writing a poem).

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., decide in advance to attend to specific aspects of input, listen or read for key words)

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.

- Refer to the Appendix under *Global List of Strategies—Language Learning Strategies.*

- After using graphic organizers to organize information and ideas, students reflect on the effectiveness of graphic organizers in enhancing their language learning.

- Students select samples of their daily work for their portfolios to make observations and reflect on their progress in learning German.

- Students create a plan in advance about how to approach an activity as a follow-up to a study of the German holidays.

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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., decide in advance to attend to specific aspects of input, listen or read for key words) *(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?

☐ **Observations/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 own 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 those areas that they have identified for improvement, and provide direction, encouragement, and feedback in progress.

☐ **Self-Reflection**

Students review an assignment and reflect on areas such as:

– effort
– effective strategies used
– finished product
– challenges
– advice to other students
– satisfaction with product/process

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., participate actively in conferencing and brainstorming as a pre- and post-writing exercise)

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.

- Refer to the appendix of the Curriculum Framework under *Global List of Strategies—Language Learning Strategies.*

- Students, working in small groups, create a mural to represent an idea presented in class.

- With students, create a contract in which they identify how many pages of an appropriate-level German book they will read each week. If their parent verifies that they have met the goal, administer a pre-determined award.

- After reading a story in German, students choose how to retell the story in another way (e.g., create a poster, comic strip, DVD interview, etc.).

- 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., participate actively in conferencing and brainstorming as a pre- and post-writing exercise) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- interact with others to carry out learning tasks?
- ask others for help?
- work co-operatively with others?
- take risks with unfamiliar tasks?
- participate actively in conferencing?

☐ **Checklists**

Develop checklists based on the Focus for Assessment. Date and note the context of all observations. Review the checklists periodically to note progress over time.

☐ **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.

☐ **Author's Chair Observations**

During Author's Chair, record observations of students' interest and participation in the roles of author and audience. Keep anecdotal records to record specific instructional needs

☐ **Anecdotal Records**

Observe students as they work either individually or with a partner or group to note the extent to which they:
- approach tasks with confidence
- persevere, trying different approaches or strategies when having difficulty
- tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge

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., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey, and invite correction)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Certain students become experts and then the experts teach others.

- During journal writing, students use descriptive language to explain a word they do not know.

- Students use words of clarification to explain what they do not know.

- Instead of resorting to English, students describe the object for which the word is missing so that the listener can understand its meaning.

- During journal writing, students use descriptive language to explain a word they don't know.

- Students pretend that they are in a German-speaking country and they need something that they do not know the word for. They must attempt to describe it in German, using gestures and body language so they do not starve, get lost, etc.

- Students bring a mystery object to class that they do not show anyone. They give clues about the object without naming it, while other students try to guess what the object is (e.g., *Ist es groß? Ist es weich?*).

- Students, divided into teams, play charades to act out words or phrases on familiar themes.

- Invite students to brainstorm lists of "survival vocabulary" words that would assist them in a variety of situations (e.g., to ask for clarification, express concern, etc.).

- After modelling a variety of interactive strategies, have students role-play situations in which they may practise these strategies (e.g., asking a speaker to slow down or repeat something said, using gestures and body language to aid communication, etc.).

- Choose one day where students are only allowed to speak German all day long. If they do not know a word, they must describe it or use other methods to communicate. At the end of the day, the class discusses what they learned and the value of the activity.

Specific Outcome

Interactive

Students will be able to:

6.5.1 identify and use a variety of interactive strategies (e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey, and invite correction) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– identify a variety of interactive strategies to maintain communication?
– use a variety of interactive strategies to maintain communication?
– realize when his/her message has not been understood?
– attempt a different tactic?
– ask for clarification?

☐ **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.

☐ **Checklists**

Develop a checklist based on the Focus for Assessment to conduct a more structured assessment. All observations should be dated and the context for each noted. Note progress over time.

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., infer probable meaning of unknown words or expressions from contextual clues)

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 small groups, students make a list of cognates they know. The list is added to as students encounter new cognates.

- Students are given a phrase or sentence and are asked to illustrate its meaning.

- Before students are required to read a new text, invite them to quickly scan the text and underline any words or phrases they are not familiar with. Students work in pairs and use the pictures, captions, and titles to "read around" the unfamiliar words in order to predict the meaning of the new vocabulary.

Specific Outcome

Productive

Students will be able to:

6.5.2 identify and use a variety of interpretive strategies (e.g., infer probable meaning of unknown words or expressions from contextual clues) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- identify a variety of interpretive strategies to construct meaning?
- use a variety of interpretive strategies to construct meaning?
- use visual supports, intonation, and gestures to aid comprehension?
- use visuals and context clue to aid comprehension?

☐ **Checklists**

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

☐ **Running 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.

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

Productive

Students will be able to:

6.5.3 identify and use a variety of productive strategies (e.g., be aware of and use the steps of the writing process)

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.

- Give students steps for producing a comic strip in German.

- In groups of three, students produce a poster promoting the German bilingual program. Before working on the final draft, students must present each stage of the defined process to be sure they are correctly meeting the assigned tasks.

Productive

Students will be able to:

6.5.3 identify and use a variety of productive strategies (e.g., be aware of and use the steps of the writing process) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- identify a variety of productive strategies to enhance communication?
- use a variety of productive strategies to enhance communication?

☐ **Checklists**

Develop checklists based on the Focus for Assessment. Date and note the context of every observation.

☐ **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.

☐ **Rubrics**

Invite students to assist in creating assessment rubrics for new texts created. Some considerations should include the effective use of adjectives, adverbs, verbs, descriptive nouns, and students' ability to manipulate and apply knowledge of syntax, etc., in producing new text.

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., use mental images to remember new information)

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 read through a text on a familiar topic and highlight all verbs, underline all adjectives, and circle all nouns.

- Students are given a list of verbs and they must classify them according to their endings.

- Students must apply their knowledge of verb conjugations in order to correctly classify a list of familiar and unfamiliar verbs into "*er*," "*sie*," and "*es*" categories.

- Students, working in cooperative learning groups, complete a KWL (WML) chart before, during, and after researching a topic of interest.

- After reading a short, informational article in German, students record important information on a web or mind map.

Cognitive

Students will be able to:

6.6.1 identify and use a variety of cognitive strategies to enhance general learning (e.g., use mental images to remember new information) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– identify a variety of cognitive strategies to enhance learning?
– use a variety of cognitive strategies to enhance learning?

☐ Checklists

Develop checklists based on the Focus for Assessment. Dates and notes the context of every observation.

☐ Work Samples/Portfolios

Students select samples of completed work such as the KWL (WML) 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.

☐ Testing

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.

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

Metacognitive

Students will be able to:

6.6.2 identify and use a variety of metacognitive strategies to enhance general learning (e.g., identify their own needs and interests)

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 review a variety of websites on German, Austrian, or Swiss cities and decide which city they would like to create a short *PowerPoint* presentation on.

- Students complete a given a 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).

- On a personal goal-setting form, the students' not only set goals but indicate how they will achieve them and what would happen if goals were not achieved.

Metacognitive

Students will be able to:

6.6.2 identify and use a variety of metacognitive strategies to enhance general learning (e.g., identify their own needs and interests) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- identify his/her own needs and interests?
- decide to attend to a learning task?
- make a plan how to approach a learning task
- reflect on learning tasks?

☐ **Checklists**

Develop checklists based on the Focus for Assessment. Date and note the context of every observation.

☐ **Self-Assessments/Self-Reflections**

Guide students to reflect on the activities and Focus for Assessment. Assist students in focusing on how they are performing and to provide the language to reflect on and to communicate information in German. Provide frameworks that include sentence starters and rating scales. It may be necessary to have students reflect and write journal entries or self-assessment in English in order for students to express their thoughts clearly and concisely.

☐ **Journals**

Encourage students to keep and monitor two short-term goals in their journals. They write about their progress from time to time.

| 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 | GRADE **6** |

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., take part in group decision-making processes)

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 create rebuses to communicate an idea or thought to a friend.

- Students brainstorm about what strategies they can use when they are feeling overwhelmed during an assignment or when writing an exam (e.g., to turn over their paper to refocus and relax, take a deep breath, close eyes, and put head down, etc.).

- Students, working in a cooperative learning group, draft guidelines for a project.

- Students, working in a cooperative learning group, brainstorm ideas for a research project.

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., take part in group decision-making processes) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– seek help from others?
– participate actively in cooperative learning activities?
– show a willingness to take risks and try unfamiliar tasks and approaches?

☐ **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, or a video or audio recorder. All observations are dated and context of the observation is noted.

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 value the lifelong personal benefits of German language and culture

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students make a T-Chart of what Canadian culture and German culture means to them.

- Students invite a German presenter to explain about how German culture plays a part of their self-identity.

- Students invite similar grade students from a different language program and share their culture with each other. They could share such things as music, food, alphabet, and art.

- Students write a letter to their parents or grandparents thanking them for passing on special gifts (e.g., music ability, appreciation of art, traditions of the German culture, the German language, etc.).

- After reflecting on what they like about being in the German program, students create a collage or photo essay.

- Invite students to create a personal timeline of memorable events and accomplishments in their lives. Students use captions, photographs, and pictures to enhance their timelines.

- Invite a guest speaker from the German community to explain how the German language and culture plays a large part of her or his self-identity.

- Students discuss what the importance is of maintaining German culture and language. Students create a "graffiti wall" where they post their personal messages about the value of learning the German language (e.g., *toll*—cool). It may be necessary to accept both English and German responses from students so that they can express themselves clearly and concisely.

- Invite a guest speaker from another ethnic background to explain the importance of maintaining their culture and language.

- Students prepare a video presentation promoting the German bilingual program in their school. Students share personal testimonies and discuss the value and significance of the German language and culture to themselves. This video may be shared with parents during an Open House or during parent/teacher interviews.

GRADE
6

Specific
Outcome

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.1 value the lifelong personal benefits of German language and culture *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– explore areas of self-identity?
– reflect on various facets of self-identity?
– express ideas about self in a variety of ways?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Carefully observe students as they interact with their classmates, work on projects, and share personal information for evidence of students' developing self-concept. Date all observations and note the context of the observations. Review the checklist on a regular basis to note growth over time.

☐ **Anecdotal Records**

Observe how students engage in a variety of self-concept and self-identify activities. Make anecdotal notes to record students' behaviours, comfort level, and their ability to identify influences on the development of their self-concept and self-identity.

☐ **Work Samples**

Review students' timelines and photo essays to assess their ability to identify factors that contribute to self-identity.

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 Bilingualism/Multiculturalism

Students will be able to:

7.1.2 identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Invite speakers of other cultures or languages to highlight this point.

- Invite a graduate of the German bilingual program to visit the class and discuss with students how maintaining the German culture and language has been a positive aspect in their lives.

- Students visit international job websites and explore the various jobs available to speakers of German. For example:

  www.eslworldwide.com
  www.actr.org
  www.intel.com/jobs/germany
  www.overseasjobs.com

- Arrange for students to visit another language class either within the school or outside of the school. Students conduct interviews to identify what other language students believe are the benefits of learning another language and being in a language and culture program.

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.2 identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- recognize the benefits of knowing another language?
- identify advantages of a bilingual/multilingual education?
- show enthusiasm in sharing knowledge of the German language and culture with other ethnic/language groups?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

☐ **Anecdotal Records**

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 or when reflecting on the benefits of the German language and culture to themselves. Respond to the 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 [*Oktoberfest, Volksfest*], music, dance, art, literature, food, etc.)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students research the history of traditional German dances and learn such a dance.

- Students explore the history of *Oktoberfest* and how it has changed over time.

- Students research and report how Germany, Austria, or Switzerland has changed in general terms from the early 1920s and/or 1950s (when the majority of immigrants came to Canada) to the present day.

- Students create a timeline of important historical events.

GRADE

6

Specific
Outcome

Contemporary 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 [*Oktoberfest, Volksfest*], music, dance, art, literature, food, etc.) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− identify the historical roots of traditional cultural activities?
− actively participate in activities and discussion?

☐ **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 traditional elements of the German language and culture, and include the context of all the observations.

☐ **Self-Assessments**

Students complete a self-reflection following involvement in a traditional German activity. Respond to the students' self-reflections with positive feedback.

☐ **Conferences**

Conference with students to discuss and provide feedback regarding the students' participation and experiences in traditional 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

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)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students identify German Nobel Prize winners.

- Students identify German inventors and inventions.

- Students make a timeline of German inventors and inventions.

- Students invite the publisher of the local German newspaper and do a project for the paper.

- Students prepare a mock interview with a major political figure, director of a dance group, or choir director, using the following questions as a guide (6 Ws).
  Wer?
  Wie?
  Was?
  Wann?
  Wo?
  Warum?

- Students identify television shows, radio programs and newspapers that affect the German community across Canada (i.e., "*Deutsche Welle*").

- As a class, students attend a concert representing various aspects of the German culture (e.g., song, dance, drama, etc.).

- Order a number of yearly subscriptions to a German newspaper. Students review the paper and cut out articles, advertisements, etc., and glue them into a scrapbook under various categories (e.g., art, culture, politics, etc.).

- Students research a number of past or current athletes and write a short biographical sketch on one of the athletes.

- Students, working in small groups, use a number of resources such as the phone book, community directories, church bulletins, etc., to compile a list of major organizations, schools, choirs, and dance groups that have an influence on the German community.

- Students search online for a list of German-language newspapers published in Canada.

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:
– recognize contemporary elements of the German language and culture?
– participate willingly in cultural activities and experiences?

☐ **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 language and culture, and include the context of all the observations.

☐ **Self-Assessments**

Encourage self-assessment by asking students to keep up-to-date personal records of interesting facts about the German culture and German speakers. Students review their interesting facts from time to time in response to teacher prompts.

☐ **Conferences**

Conference with students to discuss and provide feedback regarding their participation and experiences in contemporary German language and cultural activities.

☐ **Work Samples**

Collect samples of biographies of significant contemporary figures researched and written by students. When conferencing with students about the biographies, assess students' recognition of this person's contributions to the development 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.

7.2 German Culture

Specific Outcome

Diversity

Students will be able to:

7.2.3 explore diversity of German culture at the community level

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students invite guests from various regions of German-speaking countries to present a traditional food and make it with the class.

- With assistance, students research different German festivals held in a variety of locations throughout Canada, and create an advertisement or brochure promoting each of these cultural events. For example:

  Kitchener: Oktoberfest
  Kimberly: Bavarian Town
  Winnipeg: Folklorama

- Students establish a pen-pal relationship with German students in other provinces. As a culminating project, students may record a local German event, such as a *Fasching* presentation or play. Students must record an introduction and a closing explaining the event to their pen pal.

- To show diversity in language, invite students to view German television programs, news broadcasts, videos, or listen to German radio broadcasts or CDs. Students share how they think rate of speech, pronunciation, vocabulary, etc., affects our understanding.

- Students, working in small groups, research a German festival held in Canada using the Internet, festival advertisements, and programs. Students create a poster advertisement or short video clip in German promoting the festival.

- Invite students to listen to a presentation by a guest speaker on the German umbrella organizations that coordinate German provincial and national organization (e.g., The German Canadian Congress—GCC, the Manitoba German Society, etc.).

- To show diversity in language, provide opportunities for students to view German television programs, videos, or listen to German radio programs. Invite a variety of guest speakers to present or read to the students. Students share how they think speech, vocabulary, pronunciation, etc., influences understanding.

- Students research German-speaking communities throughout the world (e.g., Australia, United States, Brazil, and Paraguay), and present their findings to the class.

Diversity

Students will be able to:

7.2.3 explore diversity of German culture at the community level *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- clearly identify elements of German culture?
- actively participate in activities representing German culture?
- characterize specific elements of German culture?
- show an understanding and appreciation for diversity in German 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 students' behaviours based on the Focus for Assessment criteria. Use the data to conference with the students.

☐ **Learning Logs**

Encourage self-assessment by asking students to keep up-to-date personal records of interesting facts about the German culture and German speakers. Students review their interesting facts from time to time in response to teacher prompts.

☐ **Conferences**

After each activity, students record personal reflections regarding the diverse elements of the German language and culture. Review these entries and provides positive feedback and support where needed.

☐ **Work Samples**

Conference with students to discuss and provide feedback regarding their skills at identifying diverse elements 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.*	**7.2** German Culture

Specific Outcome

Change

Students will be able to:

7.2.4 explore and reflect on change in German culture at the international level

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Make a T-chart of changes in the German language and compare how we speak to the language in Germany.

- Students research the change in food, clothing, and shelter over the past 150 years through a *PowerPoint* project. (Students will notice the North American influence upon German culture.)

- Students research a contemporary German city and present their findings in class. Criteria may include:

Mein Projekt Name _____		**Ja**	**Nach nicht**
How it looks / Das Aussehen	Neatness / Sauberkeit		
	Font that you read / lesbare Größe		
	Appealing titles / schöne Überschriften		
	Bright colours / Helle, bunte Farben		
	Appealing background / schönen Hintergrund		
	Colour-coded sections / bunte Textteile		
	Simple layout / einfache Anordnung		
	Clear pictures / klare Bilder		
How to write it / Das Schreiben	Creative writing with details / kreatives Schreiben		
	Writing in your own words / eigene Wörter		
	Not too much writing / nicht zuviel Text		
What information to include / Die Information	Map / Karte		
	Coat of arms/Flag / Flagge und Wappen		
	5–10 pictures / 5–10 Bilder		
	Cultural facts (such as religion, food, clothes, famous people, etc.) / kulturelle Fakten		
	Geographic location / geographische Lage		
	Nature and climate / Natur und Klima		
	Historical events / geschichtliche Ereignisse		
	Sightseeing destinations / Sehenswürdigkeiten		
	Bibliography (backside of the poster)		
My goal is to (mein Ziel ist es): _____ _____ _____ _____			

GRADE
6

Specific Outcome

Change

Students will be able to:

7.2.4 explore and reflect on change in German culture at the international level
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– participate cooperatively and collaboratively in group work?
– demonstrate understanding of group guidelines?
– participate in self-reflection?
– participate in group debriefing?
– identify personal behaviours that contributed to group success?
– demonstrate respect for others in the class and school?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

☐ **Journals**

Students respond to prompts to write in their journals.

☐ **Self-Assessments**

Students complete self-assessment forms to self-report on experiences where they participated cooperatively, made positive contributions to group tasks, and demonstrated respect towards peers and group members.

☐ **Anecdotal Records**

Record examples of students' behaviours when working cooperatively with others. Use the Focus for Assessment criteria checklists to guide observations.

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 changes in German culture at the international level
(continued)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Kriterien für PowerPoint

Name _____

		Ja	Nach nicht
How it looks / Das Aussehen	Neatness / Sauberkeit		
	Font that you read / lesbare Größe		
	Appealing Titles / schöne Überschriften		
	Bright colours / Helle, bunte Farben		
	Appealing background / schönen Hintergrund		
	Colour-coded sections / bunte Textteile		
	Animation / Animation		
	Clear pictures / klare Bilder		
	15–20 Slides / 15–20 Dias		
How to write it / Das Schreiben	Point form / Stichpunkte		
	Writing In your own words / eigene Wörter		
	Not too much writing / nicht zuviel Text		
What information to include / Die Information	Map / Karte		
	No copy and paste info / Keine Info kopieren		
	20–50 pictures / 20–50 Bilder		
	Cultural facts (such as religion, food, clothes, famous people, etc.) / kulturelle Fakten		
	Geographic location / geographische Lage		
	Nature and climate / Natur und Klima		
	Historical events / geschichtliche Ereignisse		
	Sightseeing destinations / Sehenswürdigkeiten		
	Bibliography		

My goal is to (mein Ziel ist es):
_____
_____
_____
_____

Change

Students will be able to:

7.2.4 explore and reflect on change in German culture at the international level
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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 the impact of diversity in other regions of the world, and compare it with the impact of diversity in Canada

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students research the similarities and differences of clothing in three cultures around the world (Venn Diagrams).

- Students research and identify the impact of different cultural practices of different ethnic groups. For example:
  - Ukrainian Christmas
  - Ramadan and Eid celebration
  - Chinese New Year
  - Chanukah
  - Dragon Festival

- Students research and identify the diversity of food that we eat in Canada compared to Germany.

- Students research and identify diversity of family roles in other cultures.

- Students research family roles in 19th-century Canada, and create a Venn diagram comparing them to family roles in Canada today.

- In small groups, students create a comparison chart of how we meet our needs in comparison to citizens of another country.

- Students compare Canada as a "mosaic" to the American concept of the "melting pot" and its impact on multiculturalism.

- Students attend or view an international festival or concert and report back to the class.

- Students invite a class studying a different language, to share their culture with the class. Afterwards, students can do a journal entry or prepare a visual presentation on the event and what they learned.

Valuing Diversity

Students will be able to:

7.3.1 explore the impact of diversity in other regions of the world, and compare it with the impact of diversity in Canada *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- explore how diversity affects him/her?
- explore how diversity affects people in other parts of the world?
- compare the impact of diversity in Canada with other parts of the world?

☐ **Pair 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.

☐ **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.

☐ **Self-Assessments**

Review students' self-reflections to determine if their comments coincide with actual behaviours.

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 examine the common human needs and experiences of people around the world

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students create a chart of basic human needs (physical, psychological, social) within different cultures. For example:

Physical Psychological Social
Canada
Germany
Brazil
China

- Students view an informational video about Germany, Austria, or Switzerland, and list in a chart how their citizens meet their needs.

- Students interview recent immigrants from a variety of countries, then classify and compare how they meet their basic needs to how Canadians meet their basic needs. This can be established through an EAL class or school.

- Students are encouraged to attend multicultural concerts and celebrations, such as a Christmas around the world concert either during or after school hours. They report back to class about their experiences.

Specific Outcome

Valuing Similarity

Students will be able to:

7.3.2 examine the common human needs and experiences of people around the world
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- distinguish between needs and wants?
- identify and explore common human needs and experiences of people around the world?

☐ **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.

☐ **Work Samples**

Collect samples of needs charts to note students' success in identifying and categorizing human needs.

| 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 provide positive contributions and leadership within the school and/or community

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Grade 6 students plan Oktoberfest or another cultural event for the school and run the event for the entire school to participate in.

- Students prepare Christmas carols and greetings, "*Weihnachtskarten,*" and visit nursing or seniors' homes.

- Students organize a cultural or religious celebration and invite their English peers. An explanation of the traditions, rituals, and culturally appropriate behaviours and responses should be prepared and explained.

- For Random Acts of Kindness Day, students bake cookies and distribute them to those individuals they believe have made an important difference in the local community or the German community.

- Students are asked to volunteer five hours of their time throughout the year to a German organization of their choice.

- Share a biography about an interesting athlete, scientist, author, musician, or artist, preferably 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.

- Students brainstorm a list of community service projects that they can organize:
  - visit a seniors' lodge
  - donate to a food bank
  - donate to an animal shelter
  - have a mitten tree
  - make cards for sick children from their classroom
  - take part in character education
  - help as volunteers in lower-grade classes
  - take part in a school patrol program
  - volunteer as school secretaries
  - volunteer as library assistants

Contributing to Community

Students will be able to:

7.3.3 provide positive contributions and leadership within the school and/or
community *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– show a willingness to contribute positively to the school or local community?
– take initiative in organizing and participating in events/projects that benefit the school or local community?
– make positive contributions to the school and local community?

☐ **Checklists/Anecdotal Records**

Create a checklist based on the Focus for Assessment criteria. Date each observation and note its context. This data can be used for conferencing with students.

☐ **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 understandable German

☐ **Self-Assessments**

Students complete self-assessment forms to self-report on personal contributions to group tasks. Students use checklists, diaries, or learning logs.

☐ **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.

☐ **Self-Reflections/Self-Assessments**

Students reflect on their personal contribution to the success of the community service project undertaken by the class. Help students generate their own checklists and ask them to create a web showing all the different people who benefited from the service project. Students may be asked to use key words and graphics to describe at least two ways each person or group of people benefited

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 provide positive contributions and leadership within the school and/or community *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students initiate and participate a letter writing/visitation project with seniors in a seniors' home.

- Students prepare for a performance at a community or school event. Students may prepare displays of work, songs, mini-dramas, dances, etc.

  As a class, students choose a community service project from the list above and, working in cooperative groups, make a plan to carry it out. During the project, students take photos and write reflections and display them on a bulletin board in the hallway to encourage other classes to engage in a project to serve the community.

Contributing to Community

Students will be able to:

7.3.3 provide positive contributions and leadership within the school and/or community *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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 Responsible Citizenship

GRADE
6

Specific Outcome

Responsible Citizenship

Students will be able to:

7.4.1 explore the meaning of personal and social conscience; demonstrate problem-solving and decision-making skills

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students discuss the waves of German immigrants and why there is such an outflux of German citizens. In groups, students brainstorm where they can go to find out information about new immigrants (e.g., Internet, invite a new immigrant to speak to the class, etc.).

- Lead a historical discussion on the "Push and Pull" factors that immigrants experience that may cause them to leave.

Responsible Citizenship

Students will be able to:

7.4.1 explore the meaning of personal and social conscience; demonstrate problem-solving and decision-making skills *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- reflect on and explore the meaning of personal conscience?
- reflect on and explore the meaning of social conscience?
- use effective problem-solving skills when working independently or in a group?
- use effective decision-making skills?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Observe students as they engage in activities that demand decision-making and choices.

☐ **Conferences**

Conference with students to reinforce positive behaviour and to provide feedback on their abilities to make informed decisions. Check for discrepancies between students' self-assessments and the behaviours that are actually observed.

☐ **Self-Assessments**

Students complete self-assessments that indicate their ability to make decisions and solve problems when either working independently or in a group.

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 Responsible Citizenship

Specific Outcome

Interdependence

Students will be able to:

7.4.2 participate in and contribute to group activities effectively; recognize that co-operation is important

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students will cooperate to prepare a play for others to view.

- Students play a game of soccer. Remove one player from each team at a time. After the game is over, students discuss the importance of each member of the team and playing as a team.

- Students brainstorm an idea individually and then are paired to combine their ideas. Students then discuss the relevance of the idiom "two heads are better than one."

- 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: *Schreiben*
Explainer: *Erklären*
Encourager: *Ermutigen*
Summarizer: *Zusammenfassen*
Timekeeper: *auf die Zeit achten*

Discuss the various roles with students and how they can choose roles for different group tasks.

Interdependence

Students will be able to:

7.4.2 participate in and contribute to group activities effectively; recognize that co-operation is important *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- recognize that co-operation is important?
- participate effectively in group activities?
- accept and carry out assigned group roles?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Record observations and information, such as date, students' names, roles, and comments about co-operative behaviour.

☐ **Self-Assessments/Self-Reflections**

Invite students to discuss and write reflections about what was done well and what could have been done better in the role they assumed in the group (referring to the Roles and Responsibilities chart developed when beginning group work).

☐ **Conferencing**

Conference with students to provide feedback on their development in taking roles and sharing responsibilities as a cooperative group member.

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 Responsible Citizenship

GRADE **6**

Specific Outcome

Intercultural Skills

Students will be able to:

7.4.3 recognize and respect individual differences; recognize the worth of every individual

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students learn to be more empathetic by having a class discussion to come up with a list of solutions (e.g., What if you have to work with someone who has some certain traits that the other group members don't like? How can they work together harmoniously?)

- Students write their name on the top of a page. They then pass the paper back. The next student writes a compliment about the student. The papers continue to move down the row until it comes back to the original student. Each student will read compliments about themselves and realize they all have many positive attributes.

- Model using different techniques for forming cooperative learning groups.
  a) draw names
  b) give numbers
  c) by colors
  d) with cards

  Students work in these groups to complete a task assigned by the teacher.

- Students have a class discussion on what to do and they create a list of options of what they can do. For example:
  a) take turns to play
  b) include all in playtime
  c) write compliments to one another

- On a specified day of each month, students draw a name of a classmate and must write five positive phrases that describe that individual.

- Students play a game where a student says his or her name and a special quality about themselves. Each person in the circle must repeat the person's name and the special quality, and then add themselves to the list.

Specific Outcome

Intercultural Skills

Students will be able to:

7.4.3 recognize and respect individual differences; recognize the worth of every individual *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– recognize and respect individual differences among his/her peers?
– recognize the worth of every individual?

☐ **Anecdotal Records**

Observe and make anecdotal notes to record students' behaviours during a variety of activities that involve working with others in order to assess their acceptance of differences in the characteristics and abilities of others.

☐ **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.

| 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** Responsible Citizenship |

Specific Outcome

Future Opportunities

Students will be able to:

7.4.4 identify personal interests and explore future opportunities for learning and employment

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students identify different job opportunities based on their own interests. Invite guest speakers to share the responsibilities of the jobs (Career Days). Students will create a brief outline of skills and qualifications for a chosen occupation.

- Students visit different places that demand a second language.

- Students reflect on the advantages and disadvantages of being in a bilingual program.

- Students explore international job websites (see 7.1.2).

- Students create a description of their dream job and integrate knowing a second language and how that could change their prospective job possibilities.

- 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:
  – number of times they will speak
  – number of people they will speak to
  – two or three key words or structures they will practise and use at least five times

  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 6 student might have. Record students' ideas in German onto chart paper. Working with 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

Future Opportunities

Students will be able to:

7.4.4 identify personal interests and explore future opportunities for learning and
employment *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– identify his/her own strengths?
– identify his/her own interests?
– explore future learning and employment opportunities?

☐ **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.

☐ **Conferences**

Meet with students to discuss their progress towards the goals they had set for themselves at the
beginning of the year. Provide feedback suggestions and encouragement.

☐ **Journals or Learning Logs**

Using the monitoring sheet developed in class, students write a short sentence or two reflecting on
their progress toward achieving their goal.