



GRADE 7 TO GRADE 12 GERMAN LANGUAGE AND CULTURE

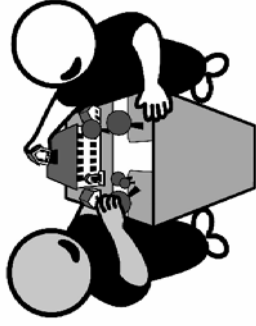
Grade 10

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APPLICATIONS
GRADE 10



Applications



*express emotions and
personal perspectives*

*impart and receive
information*

get things done

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

*use the language for
imaginative purposes
and personal enjoyment*

*form, maintain, and change
interpersonal relationships*

*extend their knowledge
of the world*



APPLICATIONS

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

The specific learning outcomes under the heading Applications deal with **what** the students will be able to do with the German language, that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate. This functional competence, also called actional competence, is important for a content-based or task-based approach to language learning where students are constantly engaged in meaningful tasks (Celce-Murcia, Dörnyei, and Thurrell).

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings, there are one or more strands. Each strand deals with a specific language function (e.g., share factual information). Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways (e.g., “This is my dog.”). As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled **manage group actions** has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading **to extend their knowledge of the world** will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the German language.

The level of linguistic, sociolinguistic, and discourse competence that students will exhibit when carrying out the functions is defined in the specific learning outcomes for Language Competence for each course. To know how well students will be able to perform the specific function, the Applications learning outcomes must be read in conjunction with the Language Competence learning outcomes.



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>General Learning Outcome 1: Applications Students will use German in a variety of situations and for a variety of purposes.</p> <p>1.1 receive and impart information</p> <p>1.1.1 <i>Share Factual Information</i></p> <ul style="list-style-type: none"> ❖ seek out and provide information on several aspects of a topic (e.g., give a simple report, understand and use definitions, comparisons, and examples) | <p>➤ Have students research the life of a celebrity, artist, or musician, traditional or contemporary, of a German-speaking country. Have students then present their findings to the class, without giving the name of the famous person. Classmates must guess who the person is. Have students use a biographical map to help them organize ideas:</p> <ul style="list-style-type: none"> • Biography Title • Timelines or Milestones • Achievements • Personal Qualities • Important people in life <p>(BC Resource Package, 42; Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 5 – 354)</p> <p>➤ Ask students to explore various examples of people whose accomplishments they admire. List them on the board and discuss. Then have students think of events in their own lives of which they feel personally proud. Suggest that students prepare a presentation to the class describing their personal chosen event or accomplishment and explaining why it is important to them (BC Resource Package, 60).</p> |

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(continued)



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students present information they have researched about a famous person of a German-speaking country, look for evidence that they
 - present accurate and detailed information
 - show appreciation for the importance or relevance of the individual’s contributions
 - avoid stereotyping or overgeneralizing
 - are developing increased understanding of and insights into German culture and society

- When students narrate events orally or in writing, provide prompts or questions to help them elaborate. Note the extent to which students
 - enhance their descriptions with details of time, place, and people involved
 - comment on circumstances surrounding events, as well as on the events themselves
 - use verb tenses appropriately to sequence events and differentiate between circumstances and isolated events
 - use appropriate verb tenses to differentiate between past and present
 - speak clearly, using pronunciation and intonation to support and convey meaning
 - describe and narrate events in a comprehensible way



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>1.1 receive and impart information (continued)</p> <p>1.1.1 <i>Share Factual Information (continued)</i></p> <ul style="list-style-type: none">❖ seek out and provide information on several aspects of a topic (e.g., give a simple report, understand and use definitions, comparisons, and examples) | <p>➤ Have students prepare a television or movie review, using the following guidelines:</p> <ol style="list-style-type: none">1. Tell the name of the movie or TV program.2. Tell the name of the characters in it.3. Tell what kind of show it is.4. Tell some interesting, funny, or exciting things that happened in it.5. Tell what you liked or did not like about it.6. Rate it from 1 to 5 (Top Rating) and explain your rating.7. Tell who you think would enjoy the show or movie and why you think they would enjoy it. <p>(Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation</i>, Grade 5 – 28).</p> |
| <p>1.2 express emotions and personal perspectives</p> <p>1.2.1 <i>Share Ideas, Thoughts, Opinions, Preferences</i></p> <ul style="list-style-type: none">❖ inquire about and express agreement and disagreement, approval and disapproval, satisfaction and dissatisfaction, interest and lack of interest | <p>➤ Have students prepare surveys related to a theme studied (e.g., favourite entertainment figures, favourite types of music, hobbies, etc.).</p> |



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

➤ When students prepare a TV or movie review, provide them with a checklist for assessment, based on the guidelines given for the review.

- Work with students to prepare assessment criteria for surveys. Criteria might include the following:
- clear formulation of questions
 - questions are relevant to the chosen topic
 - use of varied and appropriate vocabulary
 - correct spelling
 - evidence of risk-taking by attempting to go beyond vocabulary and structures practised in class



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>1.2 express emotions and personal perspectives (continued)</p> <p>1.2.1 <i>Share Ideas, Thoughts, Opinions, Preferences (continued)</i></p> <ul style="list-style-type: none">❖ inquire about and express agreement and disagreement, approval and disapproval, satisfaction and dissatisfaction, interest and lack of interest <p>1.2.2 <i>Share Emotions, Feelings</i></p> <ul style="list-style-type: none">❖ inquire about, express, and respond to emotions and feelings in a variety of contexts | <ul style="list-style-type: none">➤ <i>Fortune Cookie Activity:</i> From a container, have students draw papers with their fortunes, in the style of the fortune cookie. Students must agree or disagree with the fortune they have drawn. As an extension, students could write a story related to the fortune they have drawn. ➤ Play excerpts from a variety of music types. Have students record their emotional response to each selection. Music could include selections without librettos. To assist students further, a list of possible emotional responses could be given to them from which they then select for each excerpt. Discuss responses as a class. |



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students work in groups to discuss fortunes, look for evidence that students are able to
 - take turns to participate
 - clearly express their agreement or disagreement with the fortune drawn
 - respond appropriately to questions and cues from others
 - speak German throughout the activity

- As students perform the task, verify that emotions are expressed with appropriate language.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Discuss criteria with students before they prepare role-play situations. The teacher may wish to develop a checklist students can use for self and peer assessment. Criteria might include the following:
 - level of formality is appropriate for the context
 - meaning is clear
 - appropriate details are included in questions and answers

Language Competence Criteria:

 - gestures and body language support communication
 - pronunciation and intonation are generally accurate
 - interaction has some sense of fluency and spontaneity
 - props and visual aids are used to support communication

(See role-play assessment criteria in Classroom Assessment, p. 11.)

- As students interact to complete a seven-day agenda of activities, look for evidence that they are able to
 - invite, accept, and decline using patterns and structures learned
 - speak German throughout the activity
 - interact with a variety of peers throughout the activity

- As students present the spontaneous dialogues, verify that they are using appropriate expressions of disagreement.

| SUGGESTED LEARNING RESOURCES |
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| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>1.4 form, maintain, and change interpersonal relationships</p> <p>1.4.1 <i>Manage Personal Relationships</i></p> <ul style="list-style-type: none">❖ give and respond to compliments, and justify and explain own actions | <p>➤ Provide students with a series of compliments and a list of possible responses. Have students choose the most appropriate response for each compliment. This could be set up as a competition.</p> |
| <p>1.5 extend their knowledge of the world</p> <p>1.5.1 <i>Discover and Explore</i></p> <ul style="list-style-type: none">❖ explore and express meaning in a variety of ways (e.g., drawing a diagram, making a model, rephrasing) | <p>➤ Provide a variety of contemporary and traditional music and visual art from the German-speaking world. Ask students to illustrate their personal responses to these works by creating a poster, collage, or magazine cover that represents three different songs, musicians, or artists the students particularly enjoyed. Students could include captions that reflect their thoughts and feelings about these works (<i>BC Resource Package, 40</i>).</p> |
| <p>1.5.2 <i>Gather and Organize Information</i></p> <ul style="list-style-type: none">❖ organize and manipulate information (e.g., transform information from texts into other forms, such as tables or diagrams) | <p>➤ Brainstorm with students about what they know about German fairytales. Have students put information into a web. Present students with a German fairytale. Have students complete the following chart after reading the fairytale.</p> <ul style="list-style-type: none">• Setting• Characters• Problem• Magic• Events• Ending <p>As an extension, have students write their own version of the original fairytale studied. Have students then compare the original version with another student's version.</p> |



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students select the best responses, verify that their choices are correct.

- Look at the posters, collages, or magazine covers that students create in response to creative works for evidence that they are able to offer unique personal perspectives or impressions combining visual elements and words.

- As students brainstorm and create webs, look for evidence that they are able to
 - identify key ideas
 - organize categories
 - draw from past experiences
 - take risks putting forward their ideas
 - ask questions to clarify information

- As students examine fairytales, look for evidence that they are able to
 - identify the main characteristics of fairytales
 - identify similarities and differences in different versions of a fairytale

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| <p>SUGGESTED LEARNING RESOURCES</p> |
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| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>1.5 extend their knowledge of the world (continued)</p> <p>1.5.3 <i>Explore Opinions and Values</i></p> <ul style="list-style-type: none">❖ examine differing perspectives on an issue <p>1.5.4 <i>Solve Problems</i></p> <ul style="list-style-type: none">❖ identify a problem and propose a solution | <ul style="list-style-type: none">➤ Have students choose a character from a fairytale. Students then examine an issue or another character from this character’s point of view➤ Have students tell a traditional fairytale from the point of view of a different character (e.g., “Red Riding Hood” as told by the wolf).➤ Identify a problem and solve it in small groups (e.g., owing someone money).➤ Have students identify problems that are evident in current events and have them consider possible solutions. |
| <p>1.6 for imaginative purposes and personal enjoyment</p> <p>1.6.1 <i>Humour/Fun</i></p> <ul style="list-style-type: none">❖ use German for fun and to interpret humour (e.g., cartoons, stories) | <ul style="list-style-type: none">➤ Provide students with comic strips with the conversation in the bubbles deleted. Students complete the comic strips with their own versions of the conversation.➤ Provides students with one part of comic strip. Each student must find the other half of his or her comic strip by checking with classmates. When students have found their partner with the other half of the comic strip, have them role play the scene for the class or create an alternative dialogue. |



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students examine an issue from a particular character’s point of view, look for evidence that they are able to
 - take risks putting forward their ideas
 - state opinions clearly
 - include details, reasons, and examples to support opinions
 - use a range of appropriate vocabulary and structures
 - adjust language to reflect the perspective of the chosen character

- As students work in groups to identify a problem and consider solutions, look for evidence that students are able to
 - state and describe the problem
 - list possible solutions
 - use target vocabulary and expressions
 - speak German during the group activity

- As students complete comic strips with their own versions of the conversation, look for evidence that they are able to
 - use language in humorous ways
 - take risks to go beyond vocabulary and structures learned in class

| SUGGESTED LEARNING RESOURCES |
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| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>1.6 for imaginative purposes and personal enjoyment (continued)</p> <p>1.6.2 <i>Creative/Aesthetic Purposes</i></p> <ul style="list-style-type: none">❖ use German creatively (e.g., write poems based on simple, repetitive and modelled language) <p>1.6.3 <i>Personal Enjoyment</i></p> <ul style="list-style-type: none">❖ use German for personal enjoyment (e.g., find a personal penpal and exchange email messages) | <ul style="list-style-type: none">➤ Have students research a German artist or musician. Have students write a poem about the person they have studied. ➤ Invite students to work in groups to choose their favourite selections from a variety of CDs in German and put together music awards ceremonies for the class. Ask groups to select categories (e.g., “best male singer,” “best group,” etc.) and present nominations and winners in German, giving as much background information as possible (<i>BC Resource Package, 56</i>). |



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Discuss criteria for composing the poem. Criteria might include the following:
 - relevant information is included
 - a personal response is embedded
 - the form is created consciously

- Observe that students are participating actively.

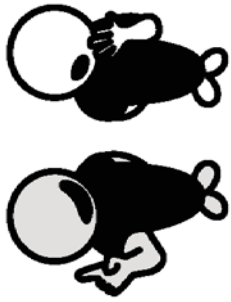


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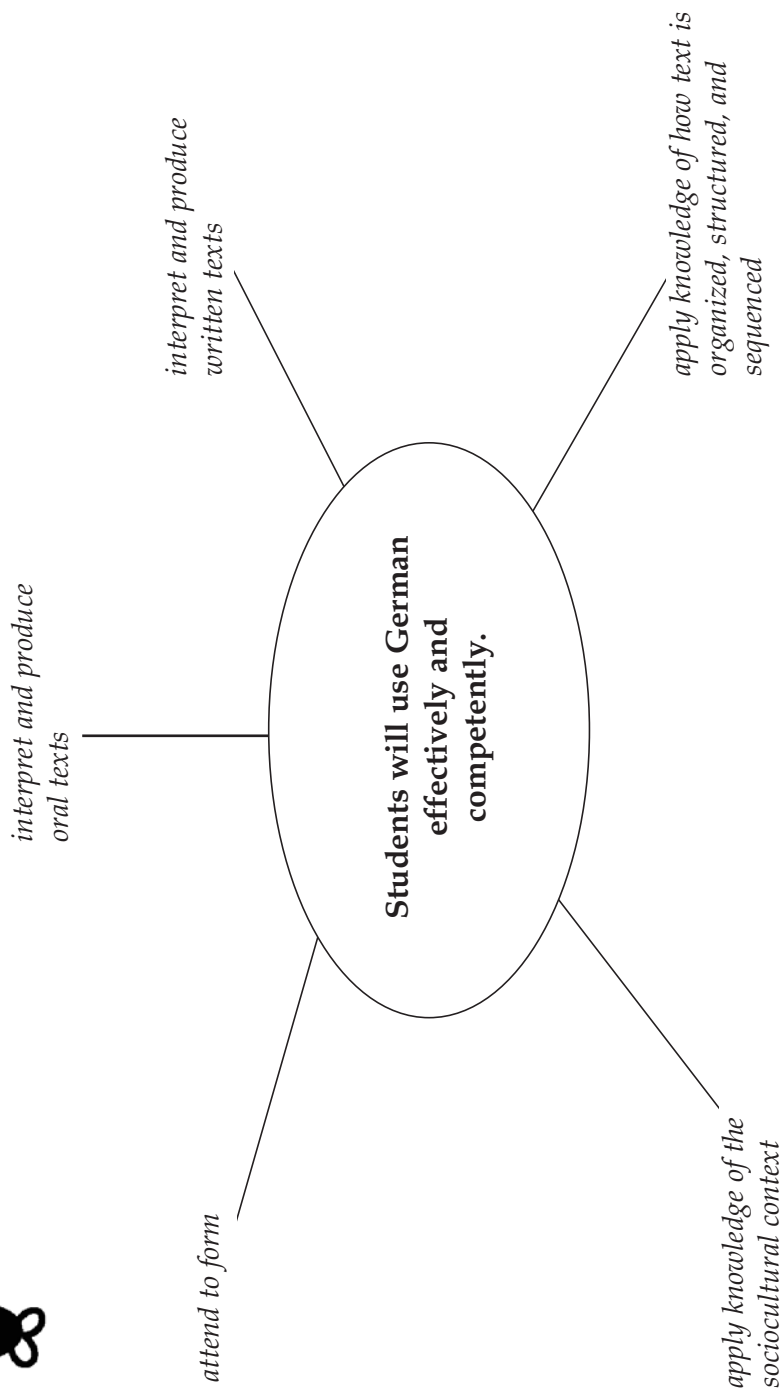
***LANGUAGE
COMPETENCE
GRADE 10***



L2



Language Competence





LANGUAGE COMPETENCE

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

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific learning outcomes under Language Competence deal with knowledge of the German language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes, in other words, in practical **applications**.

The various components of language competence are grouped under four cluster headings – see the illustration on the preceding page. Under each of these headings there are several strands. Each strand deals with a single aspect of language competence. For example, under the cluster heading **attend to form**, there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases), and grammatical elements (syntax and morphology).

Although the learning outcomes isolate these individual aspects, language competence should be developed through learning activities that focus on meaningful uses of the German language and on **language in context**. Tasks will be chosen based on the needs, interests, and experiences of students. The vocabulary, grammar structures, text forms, and social conventions necessary to carry out a task will be taught, practised, and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>General Learning Outcome 2: Language Competence Students will understand and produce German effectively and competently in spoken and written forms.</p> <p>2.1 interpret and produce oral texts</p> <p><i>2.1.1 Aural Interpretation</i></p> <ul style="list-style-type: none">❖ understand the main points and some specific details of a variety of oral texts on familiar topics, in guided and unguided situations <p><i>2.1.2 Oral Production</i></p> <ul style="list-style-type: none">❖ understand the main points and some specific details of a variety of written texts on familiar topics, in guided and unguided situations | <ul style="list-style-type: none">➤ Have students listen to a radio ad or view a TV ad. In pairs or in small groups, have students identify the product, some details about the product, the slogan, and the target audience. ➤ Show students a German commercial, cutting off the message at the end of the commercial. Students must then guess what the message is, based on what they saw and heard in the first part of the message. Discuss students' ideas for the message and then play the whole commercial. ➤ Select a legend or myth that has three or four logical stopping points in the story. Have students examine the title, author, and illustrations. Ask students questions to develop predictions about the characters, setting, and plot. Using a Before-During-After Reading Map, record students' predictions beside B under each of the story elements. Have students read the first segment of the story silently to check predictions. Discuss with students whether or not their predictions were correct and ask them to make predictions about the next segment of reading. Record these predictions in the D (during) section of the map. Continue the predicting-reading-proving cycle until the selection is completed. Record any new information in the A section of the map (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation, Strategies</i> – 146–147). |



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students view German commercials, look for evidence that they
 - identify the message
 - have used specific details in their interpretation
 - are open to considering a variety of views and interpretations

- As students use the Before-During-After Reading Map for the reading of legends or myths, look for evidence that students are able to
 - identify the key elements of the story
 - focus on key words, phrases, and ideas
 - make logical inferences based on the title, author, and illustrations

Have students retell the story in written or oral form.



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>2.1 interpret and produce oral texts (continued)</p> <p>2.1.2 <i>Oral Production (continued)</i></p> <ul style="list-style-type: none">❖ understand the main points and some specific details of a variety of written texts on familiar topics, in guided and unguided situations <p>2.1.3 <i>Interactive Fluency</i></p> <ul style="list-style-type: none">❖ derive meaning from a variety of visuals and other forms of nonverbal communication, in guided situations | <ul style="list-style-type: none">➤ Have students read a review of a movie, TV show, performance, or music CD. Students must identify the main points of the review, as well as some supporting details. ➤ Invite students to examine cartoons or comic strips written in German and to note common expressions. Have students pay particular attention to the visual elements. Have students think about what meaning is communicated visually and how it is done. ➤ Have students view a variety of German commercials and have them identify the specific purpose, intended audience, and message of each. Have students consider how the visual component of the commercial contributes to the interpretation. |



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students work with reviews, look for evidence that they are able to
 - identify the main points
 - provide details
 - use cognates and contextual clues to derive meaning

- When students analyze German-language cartoons or comic strips, look for evidence that they are able to interpret the visual elements to derive additional meaning.

- When students view German commercials, look for evidence that they
 - use visual clues to help identify purpose, intended audience, and message
 - focus on key vocabulary and expressions to help identify purpose, intended audience, and message

| SUGGESTED LEARNING RESOURCES |
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| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>2.2 produce oral and written texts</p> <p>2.2.1 <i>Noninteractive Spoken Production</i></p> <ul style="list-style-type: none">❖ produce simple oral texts on familiar topics, in guided and unguided situations | <ul style="list-style-type: none">➤ Have students view/listen to a program similar to <i>Entertainment Tonight</i>. Have students note the main information provided in each segment of the program or divide the class into groups and have each group record the important details for one segment. Then discuss with the class.➤ Using fables, provide students with the beginning and the end of a fable. In groups, students then complete the story and create a skit.➤ In groups, have students prepare a fashion show with commentary. Have each group prepare a fashion show on a different theme (e.g., graduation attire, summer or winter attire, sports attire, etc.). |



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Before students prepare a skit of the fable, discuss criteria for creating the story. Criteria might include the following:
 - meaning is clear
 - events are sequenced to create a coherent story
 - appropriate conventions and traditions are incorporated
 - interesting and relevant details are incorporated
 - gestures and body language support communication
 - pronunciation and intonation are generally accurate

- When students prepare a fashion show on a particular theme, discuss criteria before students begin. Criteria might include the following:
 - appropriate vocabulary related to clothing and fashion is used
 - present tense is used appropriately
 - comparative is used appropriately
 - pronunciation and intonation are generally accurate
 - props are used to support the presentation

| SUGGESTED LEARNING RESOURCES |
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| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>2.2 produce oral and written texts (continued)</p> <p>2.2.2 <i>Interactive Spoken Production</i></p> <ul style="list-style-type: none">❖ initiate and manage short interactions, with pauses for planning and repair <p>2.2.3 <i>Written Production</i></p> <ul style="list-style-type: none">❖ produce simple written texts on familiar topics, in guided and unguided situations <p>2.2.4 <i>Representing</i></p> <ul style="list-style-type: none">❖ express meaning using a variety of visuals and other forms of nonverbal communication, in guided situations | <ul style="list-style-type: none">➤ After students have examined several advertisements for movies, have them role-play making plans to attend a movie. Their choices should reflect the information acquired from the advertisements (e.g., movie titles, locations, times, actors, critic’s ratings, etc.). Students might also refer to their favourite genres (<i>BC Resource Package</i>, 46). Alternatively, students could work in groups in which each person presents a movie he or she has seen, with discussion following.➤ Have students write a fan letter to an entertainer, singer, musician, etc.➤ Have students write their own simple fairytale or have them rewrite a common fairytale in modern setting. Provide students with a story-writing planner to help organize their ideas. Story models should also be provided or discussed prior to this activity.➤ Have students watch a music video without the sound. Then ask students to create the text for the song. Each student then presents his or her text. Watch the music video again, with the song audible to the students. Discuss which texts best represent the music video. (This may be done with a German or an English video.) |



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Discuss criteria with students before they prepare role-play situations. The teacher may wish to develop a checklist students can use for self and peer assessment. Criteria might include the following:
 - meaning is clear
 - appropriate details are included in questions and answers
 - interaction has some sense of fluency and spontaneity
 - gestures and body language support communication
 - pronunciation and intonation are generally accurate
 - props and visual aids are used to support communication

(See role-play assessment criteria in Classroom Assessment, p. 11.)

- When students write their own fairytale, provide them with assessment tools, as well as a writing planner to help them organize their ideas. Use these tools as a basis for final assessment.

(See example of story assessments in Classroom Assessment, pp. 18-19.)

- As students watch a music video and attempt to interpret it, look for evidence that they are able to
 - watch attentively
 - create text

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| <p>2.3 attend to form</p> <p>2.3.1 <i>Phonology</i></p> <ul style="list-style-type: none">❖ pronounce unfamiliar words correctly, and identify and reproduce some critical sound distinctions that are important for meaning (e.g., <i>Wien</i> vs. <i>Wein</i>) <p>2.3.2 <i>Orthography</i></p> <ul style="list-style-type: none">❖ apply basic spelling rules consistently, and use mechanical conventions (e.g., <i>Kommasetzung</i>, <i>Anführungszeichen</i>) | <ul style="list-style-type: none">➤ When preparing a fashion show, ask students to prepare short texts to present the models and clothing they are wearing, using correct stress and intonation patterns of the German language. ➤ Provide students with opportunities to self and peer edit written work in order to verify basic rules and mechanical conventions. |



| PRESCRIBED LEARNING OUTCOMES |
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| <p>2.3 attend to form (continued)</p> <p>2.3.3 <i>Lexicon</i></p> <ul style="list-style-type: none">❖ use a variety of words and expressions in familiar contexts, and use familiar vocabulary to derive meaning from a variety of texts❖ understand and use vocabulary and phrases related to the following topics/areas of experience:<ul style="list-style-type: none">– personal relationships<ul style="list-style-type: none">✓ peers✓ friends✓ relatives– German civilization<ul style="list-style-type: none">✓ history✓ famous people✓ inventions✓ literature✓ architecture✓ myths/legends– leisure and recreation<ul style="list-style-type: none">✓ sports and exercise✓ health and lifestyle– contemporary life and issues<ul style="list-style-type: none">✓ current events✓ science and technology✓ institutions and systems (schools)✓ environment✓ housing– popular culture<ul style="list-style-type: none">✓ mass media✓ advertising✓ music✓ literature– European context<ul style="list-style-type: none">✓ geography/topography✓ travel✓ the European Union– personal image<ul style="list-style-type: none">✓ fashion✓ careers✓ future plans– other areas<ul style="list-style-type: none">✓ topics of special interest to students |

SUGGESTIONS FOR INSTRUCTION



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

| SUGGESTED LEARNING RESOURCES |
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| <p>2.3 attend to form (continued)</p> <p>2.3.4 <i>Grammatical Elements</i></p> <ul style="list-style-type: none">❖ recognize and use, in modelled situations, the following grammatical elements:<ul style="list-style-type: none">– simple past– reflexive verbs (all forms)– nominative, accusative, and dative case as a concept– sentence structure: time/manner/place– personal pronouns in dative– possessive pronouns preceding dative objects– infinitive phrases and clauses (e.g., <i>Ich plane nach Deutschland zu reisen. Oma geht in die Stadt, um das Museum zu besuchen.</i>)– relative clauses in nominative and accusative | <p>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 grammatical elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.</p> <p>Example of a modelled situation:</p> <p>In preparation for a group project, students build a list of the activities that they would like to do. Students practise the structure “<i>Ich möchte _____ . Möchtest du _____.</i>” using the sentence patterns provided. Then students survey other classmates: “<i>Was möchtest du morgen machen?</i>” Students answer saying “<i>Ich möchte ...</i>, with an infinitive of their choice. Each person then summarizes the results of their mini-survey: <i>Drei Schüler möchten tanzen</i>, and so on.</p> |



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

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| <p>2.3 attend to form (continued)</p> <p>2.3.4 <i>Grammatical Elements (continued)</i></p> <ul style="list-style-type: none">❖ use, in structured situations, the following grammatical elements:<ul style="list-style-type: none">– plural of nouns– separable verbs– perfect tense– modal verbs in simple past– future tense– personal pronouns in accusative– subordinate clauses– prepositions with accusative and dative– comparison of adjectives (all forms) ❖ use, independently and consistently, the following grammatical elements:<ul style="list-style-type: none">– formal address– modal verbs in present tense– imperative mood (all forms)– possessive pronouns in nominative and accusative, plural forms– comparison of adjectives (comparative forms only) | <p>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 grammatical elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.</p> <p>Example of a structured situation: Provide students with a map of their town or city. Identify key locations on the map. Having taught the use of dative and accusative prepositions, group students in pairs and have students alternately ask for directions and give directions to specified locations.</p> <p>Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.</p> <p>Example of an independent situation: Students send a letter or an email message to an administrator in the school, giving recommendations for improving the school building and services. Students should be advised to use the modal verbs and the comparative form of adjectives.</p> |



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

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| <p>2.4 apply knowledge of sociocultural context</p> <p>2.4.1 <i>Register</i></p> <ul style="list-style-type: none">❖ recognize and use formal and informal language appropriately in familiar situations <p>2.4.2 <i>Idiomatic Expressions</i></p> <ul style="list-style-type: none">❖ use idiomatic expressions in a variety of contexts <p>2.4.3 <i>Variations in Language</i></p> <ul style="list-style-type: none">❖ recognize and adapt to individual differences in spoken German (e.g., region, age, individual speech patterns) <p>2.4.4 <i>Social Conventions</i></p> <ul style="list-style-type: none">❖ use basic forms and conventions of politeness, and use appropriate oral forms of address | <ul style="list-style-type: none">➤ Have students role-play a situation in which a police officer stops a driver for speeding and focus on the use of the formal register. Then have students develop a role-play in which they are describing the experience of being stopped by the police to a friend. Have students focus on the informal register in this dialogue. ➤ Provide students with a dialogue that contains idiomatic expressions. Have students identify as many as they can and guess their meaning. Then provide the actual meanings. In pairs, students then present short, spontaneous exchanges in which they use a given number of idiomatic expressions. ➤ Have students listen to a children’s song and a pop selection. Discuss the differences in language use and expression in the two selections. ➤ Discuss social conventions with students. Watch a German TV or movie segment and identify social conventions for young people in the segment. |



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students prepare role plays using the formal and informal registers, note the extent to which they are able to
 - use formal and informal register in the appropriate situations
 - provide clear messages
 - use intonation, gestures, and body language to support communication
 - speak clearly and smoothly, with pronunciation being generally accurate

- When students present their exchanges, look for evidence of
 - correct understanding of the idiomatic expressions
 - appropriate inflection and intonation in delivering the expressions

- Look for evidence that students are able to identify variations in language use.

| SUGGESTED LEARNING RESOURCES |
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| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>2.4 apply knowledge of sociocultural context (continued)</p> <p>2.4.5 <i>Nonverbal Communication</i></p> <ul style="list-style-type: none">❖ understand and use some common nonverbal behaviours in familiar contexts (e.g., length of eye contact) | <p>➤ Brainstorm with students several ways in which we communicate non-verbally in North American culture and discuss common gestures used in German-speaking countries.</p> |
| <p>2.5 apply knowledge of how the German language is organized, structured, and sequenced</p> <p>2.5.1 <i>Text Forms</i></p> <ul style="list-style-type: none">❖ identify and use a variety of oral and print text forms | <p>➤ Have students work in groups to examine different sections of a German newspaper (e.g., entertainment, sports, fashion). Have students list all the features present in the newspaper and provide possible explanations for the sequence of the features. Have students create an alternate sequence.</p> |
| <p>2.5.2 <i>Patterns of Social Interaction</i></p> <ul style="list-style-type: none">❖ initiate and respond to interpersonal communication, in guided and unguided situations, using routines of social interaction | <p>➤ Using situations related to driving, provide students with a social interaction pattern:</p> <ul style="list-style-type: none">• Request to use family car – Request granted – Thanks.• Request to use family car – Request denied – Repeated requests with reasons – Request denied – Anger expressed |



| PRESCRIBED LEARNING OUTCOMES |
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| <p>2.5 apply knowledge of how the German language is organized, structured, and sequenced</p> <p>2.5.3 <i>Cohesion/Coherence</i></p> <ul style="list-style-type: none">❖ link words, phrases, or simple sentences, using basic connectors, in guided and unguided situations; and link several sentences coherently on a single theme |

SUGGESTIONS FOR INSTRUCTION

- Provide students with a form letter as a model for writing a fan letter to a musician, entertainer, actor, etc.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Work with students to develop a simple checklist for structuring a fan letter. The checklist might include items such as the following:
 - interesting details are included
 - questions are appropriate and polite
 - greeting and closing are appropriate
 - punctuation is appropriate
 - spelling is correct



NOTES

***GLOBAL
CITIZENSHIP
GRADE 10***





Global Citizenship

*study historical and
contemporary elements of
German-speaking cultures*

affirm diversity

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

*explore personal and
career opportunities*



GLOBAL CITIZENSHIP

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

The learning outcomes for Global Citizenship deal with a broad range of knowledge, skills, and attitudes needed to be effective global citizens—in other words, with the development of intercultural competence. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading **study historical and contemporary elements of German-speaking cultures**, there are strands for the processes and methods of acquiring knowledge about German-speaking cultures, the cultural knowledge thus acquired, applications of that knowledge to aid comprehension and to communicate in appropriate ways, positive attitudes toward German-speaking cultures, as well as knowledge of the diversity within those cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of minority cultures. Rather than try to develop an extensive bank of knowledge about the German-speaking cultures, it is more important for students to learn the processes and methods of accessing and analyzing cultural practices. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the German-speaking cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The **affirm diversity** heading covers knowledge, skills, and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>General Learning Outcome 3: Global Citizenship</p> <p>Students will acquire the knowledge, skills, and attitudes to be effective global citizens through the exploration of the cultures of the German-speaking world.</p> <p>3.1 historical and contemporary elements of the culture of German-speaking peoples</p> <p>3.1.1 <i>Gaining/Applying Knowledge of German Cultures</i></p> <ul style="list-style-type: none">❖ explore and identify some social aspects of German life (e.g., festivals, sports, and communities, and understand behaviours that are different from their own (e.g., use of public transportation, involvement in part-time jobs) <p>3.1.2 <i>Diversity within German Cultures</i></p> <ul style="list-style-type: none">❖ recognize the increasingly multicultural nature of German-speaking countries | <p>➤ Have students view footage of the falling of the Berlin Wall. Then have students work in groups to discuss the significance and influence of this event on modern Germany. Provide students with graphic organizers, sentence starters, and key vocabulary in order to facilitate the discussion. Have students share their group’s thoughts and observations.</p> <p>➤ Provide students with a calendar from a German-speaking country. Have students examine it and identify holidays and other important dates. Students then compare holiday patterns and dates with those on a Canadian calendar. Discuss with students how the calendar year affects daily life.</p> |



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students share their thoughts and observations about German-speaking cultures, look for evidence that they
 - take risks to express opinions
 - participate in group discussion
 - are sensitive to differences among German-speaking cultures
 - show increasing awareness of differences in the

- Look for evidence that students have gained knowledge about German holidays.



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>3.1 historical and contemporary elements of the culture of German-speaking peoples (continued)</p> <p>3.1.3 <i>Analyzing Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ use basic research skills to find out about German cultures <p>3.1.4 <i>Valuing German Cultures</i></p> <ul style="list-style-type: none">❖ identify contributions of German cultures to their own societies and to global society | <p>➤ Have students watch a video or demonstration of <i>Schuhplattling</i>. Give students the opportunity to participate in such a dance.</p> <p>➤ Have students view a series of videos or DVDs about cultural celebrations in German-speaking countries such as <i>Fasching</i> or <i>Oktoberfest</i>. Students choose one of the celebrations and prepare a celebration web. The web will consist of the main ideas presented in the video or DVD.</p> <p>➤ Invite a community member of German-language heritage to speak to the class about his or her culture and its contributions to Canada. Before the visit, encourage students to prepare questions for the guest.</p> |



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students watch and then participate in German dances, look for evidence that they
 - are taking risks to dance and participate
 - show openness and interest
 - are able to identify some traditional German dances

- As students prepare a web on a celebration, look for evidence that
 - the main aspects of the celebration are represented
 - appropriate vocabulary is used

- Provide prompts to encourage students to reflect upon what they have learned about contributions of German-speaking cultures to our global society. Prompts could include the following:
 - Three things I have learned are _____ .
 - The contribution that I admire most is _____ because _____ .
 - I still am not clear about _____ .



PRESCRIBED LEARNING OUTCOMES

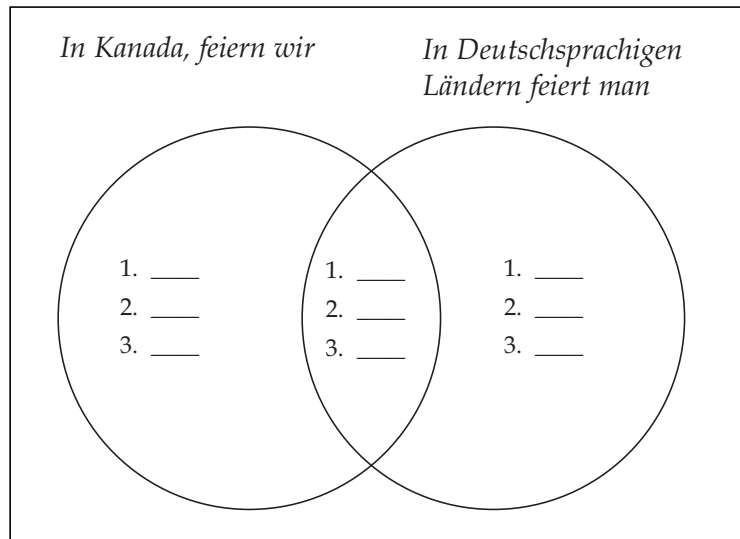
3.1 historical and contemporary elements of the culture of German-speaking peoples (continued)

3.1.4 Valuing German Cultures (continued)

- ❖ identify contributions of German cultures to their own societies and to global society

SUGGESTIONS FOR INSTRUCTION

- After students have viewed videos about German holidays and celebrations, form groups and have each group complete a Venn diagram showing similarities and differences between these celebrations and Canadian ones. As an extension activity, students could create illustrated calendars indicating holidays and significant days in the German-speaking world (*BC Resource Package, 18*).



Provide prompts such as the following to encourage students to reflect on what they have learned about culture:

- Three features that seem common to many cultures _____ .
- Something that often varies among different cultures is _____ .
- Two views I have that are strongly influenced by my culture are _____ .



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

- When students draw comparisons based on their understanding of celebrations in the German-speaking world, look for evidence that
 - the information is accurate and relevant
 - relevant details and examples are included to illustrate key points



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>3.1 historical and contemporary elements of the culture of German-speaking peoples (continued)</p> <p>3.1.4 <i>Valuing German Cultures (continued)</i></p> <ul style="list-style-type: none">❖ identify contributions of German cultures to their own societies and to global society <p>3.2 affirming and valuing diversity</p> <p>3.2.1 <i>Awareness of English</i></p> <ul style="list-style-type: none">❖ identify some English words that have been adopted from German (e.g., angst) <p>3.2.2 <i>General Language Knowledge</i></p> <ul style="list-style-type: none">❖ identify regional and/or social differences in pronunciation and vocabulary in various languages within their personal experience <p>3.2.3 <i>Awareness of Canadian Culture</i></p> <ul style="list-style-type: none">❖ use new understanding of German cultures to reflect on and clarify aspects of Canadian culture | <p>➤ As a class, discuss important celebrations of the German-speaking world. Invite each student to choose one of these celebrations for in-depth study and give a presentation to the class, noting differences and similarities between it and the student's own cultural celebrations (<i>BC Resource Package</i>, 58).</p> <p>➤ Distribute two copies of a short text, one text in old German and the other in modern German. Have students compare the texts and the German used. Have them identify the differences and discuss how the language has evolved.</p> |



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

- When students analyze texts in old and modern German, look for evidence that they are able to
 - identify some key differences between the two versions
 - give hypotheses about the evolution of the language



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>3.2 affirming and valuing diversity (continued)</p> <p>3.2.4 <i>General Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ recognize that people of a specific culture may have perspectives that differ from those of people in other cultures, and identify the limitations of adopting a single perspective <p>3.2.5 <i>Intercultural Skills</i></p> <ul style="list-style-type: none">❖ apply interpersonal skills to cope with linguistically and culturally unfamiliar situations | <ul style="list-style-type: none">➤ View clips of television advertisements from German-speaking countries. Have students identify aspects of the advertisements that may demonstrate different cultural perspectives from the students' own culture and discuss the implications of cultural context in advertising. <ul style="list-style-type: none">➤ Have students work in groups. One or two groups design a brochure for exchange students from German-speaking countries. Information could include what they need to know about Western Canada and young people here. Another group designs a corresponding brochure for host families and students here. |



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>3.3 personal and career opportunities</p> <p>3.3.1 <i>German Language and Culture</i></p> <ul style="list-style-type: none">❖ identify aspects of German music, arts, and crafts that are of personal interest <p>3.3.2 <i>Cultural and Linguistic Enrichment</i></p> <ul style="list-style-type: none">❖ identify situations in which knowledge of additional languages and intercultural skills can be applied | <ul style="list-style-type: none">➤ Have students research German crafts and then each student selects one item for presentation. Have each student produce a graphic design of their selection. Then, create a gallery display of the students' designs. ➤ Have students research local businesses and institutions where German is being used and report their findings to the class. |



SUGGESTIONS FOR ASSESSMENT

- When students create their contributions to the craft gallery, look for evidence that they
 - use a variety of sources to find the information
 - find and record relevant details

SUGGESTED LEARNING RESOURCES

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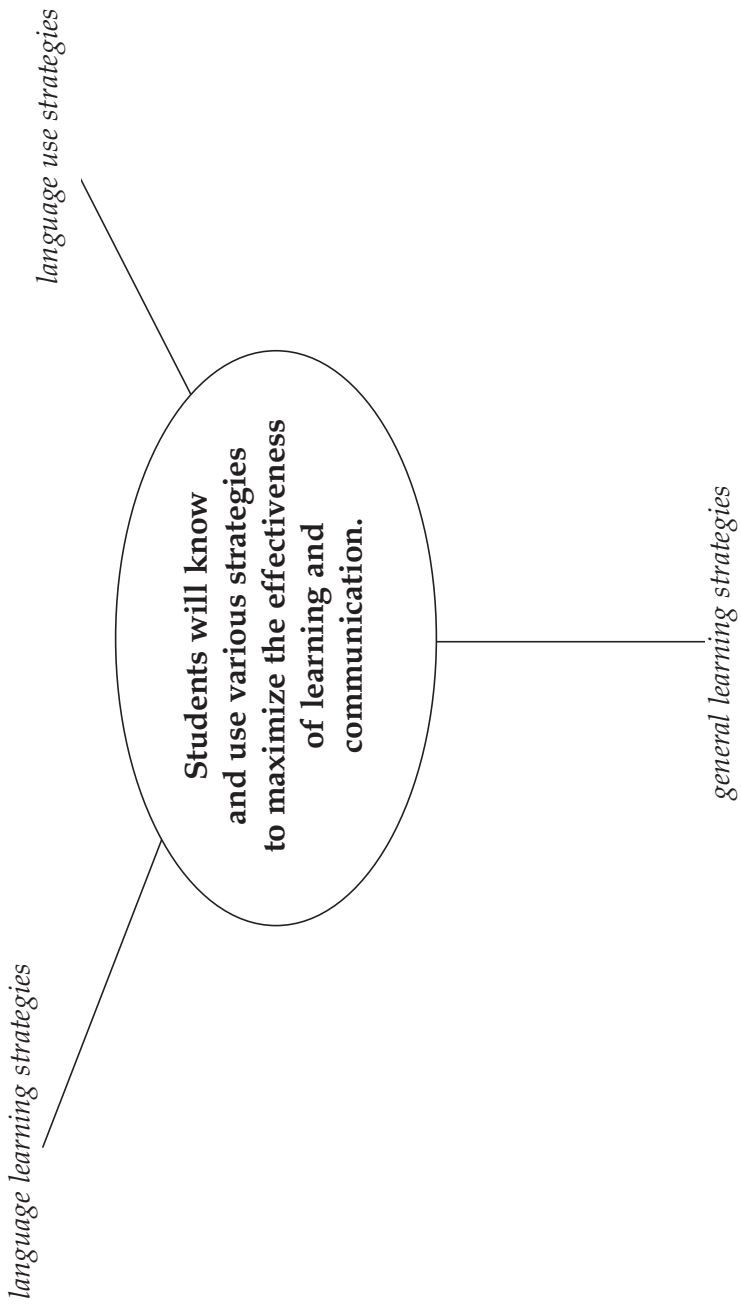
NOTES

STRATEGIES
GRADE 10





Strategies





STRATEGIES

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

Under the Strategies heading are specific learning outcomes that will help students learn and communicate more effectively. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but also with strategies for language learning, language use in a broad sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the conscious use of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands. Each strand deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive, and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, and productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude, and cultural background. Strategies that work well for one person may not be effective for another person or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular course. Consequently, the specific learning outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies in Appendix E. The specific strategies provided in the comprehensive list are not prescriptive but are provided as an illustration of how the general strategies in the specific learning outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>General Learning Outcome 4: Strategies</p> <p>Students will know and use various strategies to maximize the effectiveness of learning and communication.</p> <p>4.1 language learning</p> <p>4.1.1 <i>Cognitive</i></p> <ul style="list-style-type: none">❖ identify and use a variety of cognitive strategies to enhance language learning (e.g., find and apply information, using reference materials like dictionaries, textbooks, and grammars) <p>4.1.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ identify and use a variety of metacognitive strategies to enhance language learning (e.g., make a plan in advance about how to approach a language learning task) <p>4.1.3 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ identify and use a variety of social and affective strategies to enhance language learning (e.g., work cooperatively with peers in small groups) | <p>SUGGESTIONS FOR INSTRUCTION</p> <ul style="list-style-type: none">➤ Have students work in groups and provide each group with a fable. Within the fable, highlight words they do not know and have groups find synonyms for the selected words.➤ Have students keep a learning log to reflect on their learning.➤ Using a text, model strategies to students re: comprehension of text. After the modelling of the metacognitive strategies, discuss with students what they strategically observed. Provide a second text to students and have them use one or more strategies to create meaning from the text.➤ As students prepare a group task, provide opportunities for them to reflect on the task and how they will best be successful. Questions might include the following:<ul style="list-style-type: none">• What is my role and what do I need to do to complete the task?• What are the obstacles I need to overcome and how can I overcome them?• Whom can I ask to help me accomplish my task? How can that person help me? |



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students work to find synonyms for selected words within a fable, look for evidence that they are able to
 - associate new words with familiar words
 - take risks to guess meanings
 - use resources to find definitions and appropriate synonyms

- Have students reflect on what they are learning. Possible questions to which they might respond include the following:
 - Which strategies were presented?
 - Which of the strategies presented did you recognize or have you used before?
 - Why do you think these strategies work for you?
 - Which strategies will be most helpful to you?

- As students allocate tasks and roles, look for evidence of social and affective strategies being employed.



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>4.2 language use strategies</p> <p>4.2.1 <i>Receptive</i></p> <ul style="list-style-type: none">❖ identify and use a variety of reading and listening strategies (e.g., make inferences based on contextual clues) <p>4.2.2 <i>Productive</i></p> <ul style="list-style-type: none">❖ identify and use a variety of speaking and writing strategies (e.g., apply grammar rules to improve accuracy) <p>4.2.3 <i>Interactive</i></p> <ul style="list-style-type: none">❖ identify and use a variety of interactive strategies (e.g., ask for clarification, use other speakers' words) | <ul style="list-style-type: none">➤ Provide students with a short oral text and accompanying multiple choice questions. Replay or read the passage to students several times, advising students to listen for the general content in the first instance and for specific content in subsequent instances. Have students complete the questions, then mark them as a group.➤ When students are doing research projects and are able to gather information from German language resources, encourage them to use these resources to develop key vocabulary related to the topic. Students can then use this vocabulary to produce their own texts.➤ During games and activities, have groups invite others to participate in the game. The organizers of the game present the rules, then have participants confirm their understanding of the rules. Allow students the opportunity to engage in the game. |



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Look for evidence that students are able to select additional answers with each subsequent listening opportunity.

- As students participate in productive activities for specific communicative situations, look for evidence that they are able to
 - use the new vocabulary found in resources
 - organize information
 - create something new, rather than replicating

- As students participate in interactive activities, look for evidence that they are able to
 - confirm their understanding of the game or activity
 - participate actively with others
 - participate fairly by following rules



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
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| <p>4.3 general learning</p> <p>4.3.1 <i>Cognitive</i></p> <ul style="list-style-type: none">❖ identify and use a variety of cognitive strategies to enhance general learning (e.g., look for patterns and relationships) <p>4.3.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ identify and use a variety of metacognitive strategies to enhance general learning (e.g., identify own needs and interests) <p>4.3.3 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ identify and use a variety of social and affective strategies to enhance general learning (e.g., use support strategies to help peers persevere at learning tasks) | <ul style="list-style-type: none">➤ Have students prepare and use acronyms in order to enhance learning. Have them use numbers and letter codes. ➤ Have students consider their own needs in the classroom environment by asking them to consider the role of the following in their learning:<ul style="list-style-type: none">• seating arrangement• classroom décor• classroom setting ➤ Have students work in small groups in order to put together the pieces of a puzzle properly. After the activity, discuss with the class the role and importance of cooperation in order to complete the task. |



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Look for evidence that students are able to
 - use strategies such as acronyms in order to enhance understanding
 - use strategies in new, specific situations

- In a reflection journal, have students consider the role of seating arrangement, classroom décor, and classroom setting in their learning.

- Look for evidence that students are able to
 - identify the role of cooperation in order to complete a task
 - select and use appropriate affective strategies



NOTES

APPENDICES
GRADE 10

Appendix A

Selbstbewertung des Geschriebenen

Name _____ Datum _____

Auswahl _____

Hake das passende Kästchen ab.

erster Entwurf

endgültiger Entwurf

Gib eine „ja“ oder „nein“-Antwort für jede Frage. Die „nein“-Antworten deuten auf Gebiete hin, die weitere Beachtung verlangen. Wähle jeweils mindestens zwei Gebiete von INHALT und TECHNIK aus, die weitere Beachtung verlangen. Fülle TEIL DREI: ZIELSETZUNG aus.

TEIL EINS: INHALT

1. Macht mein Schreiben Sinn?
2. Sind meine Ideen klar?
3. Sage ich, was ich sagen will?
4. Wird der Leser von meinem Einführungssatz gepackt?
5. Sind meine unterstützenden Sätze detailliert und relevant?
6. Bleibe ich beim Thema?
7. Sind meine Gedanken folgerichtig?
8. Vollende ich jeden Gedanken ?
9. Benutze ich eine Vielfalt von Wörtern und Sätzen?
10. Habe ich einen starken Schlusssatz?

| Ja | Nein |
|----|------|
| | |

INHALT:

Was ich besser machen muss:

Appendix B

Selbstbewertung des Geschriebenen (Fortsetzung)

Name _____ Datum _____

Auswahl _____

TEIL ZWEI: TECHNIK

1. Habe ich die Rechtschreibung überprüft?
2. Habe ich Rechtschreibe-/Wörterquellen (Wörterbuch, Thesaurus, Computer Rechtschreibprogramm) benutzt, um mir bei der Rechtschreibung zu helfen?
3. Habe ich die richtigen Satzzeichen benutzt?
4. Habe ich Großbuchstaben benutzt, wo nötig?
5. Habe ich überprüft, ob Subjekt und Verb zusammenpassen?
6. Habe ich das richtige Format für dieses Genre benutzt?

| | Ja | Nein |
|--|----|------|
| | | |

TECHNIK:

Was ich besser machen muss:

TEIL DREI: ZIELSETZUNG

| | | |
|---------------------|------------|-----------------|
| 1. Ziel für Inhalt | Aktionplan | Erfolgsanzeiger |
| 2. Ziel für Technik | Aktionplan | Erfolgsanzeiger |

Appendix C

Bewertung des Geschriebenen durch Mitschüler/innen

Name des Schülers/der Schülerin _____

Form oder Genre _____

Bearbeiter (Mitschüler/in) _____

Datum _____

- A. Nachdem ich deine Arbeit gelesen habe, möchte ich dir über Folgendes Komplimente machen:

- B. Die folgenden angekreuzten Punkte sind Teile deiner Arbeit, die deine Aufmerksamkeit benötigen:

| | |
|-------------------------------------|----------------------------------------|
| _____ Einführungssatz | _____ Rechtschreibung |
| _____ detaillierte Nebensätze | _____ Großschreibung |
| _____ Organisation der Gedanken | _____ Satzzeichen |
| _____ Aufeinanderfolge von Gedanken | _____ Übereinstimmung von Subjekt/Verb |
| _____ Klarheit der Gedanken | _____ Satzbau |
| _____ Schlusssatz | _____ Übergangsworte/-sätze |

- C. Bemerkungen/Vorschläge:

Appendix D

Planer zum Schreiben eines ersten Entwurfs

Name _____ Thema/Aufgabe _____

Datum _____ Schreibformat _____

