GRADE 7 TO GRADE 12 GERMAN LANGUAGE AND CULTURE

Grade 12
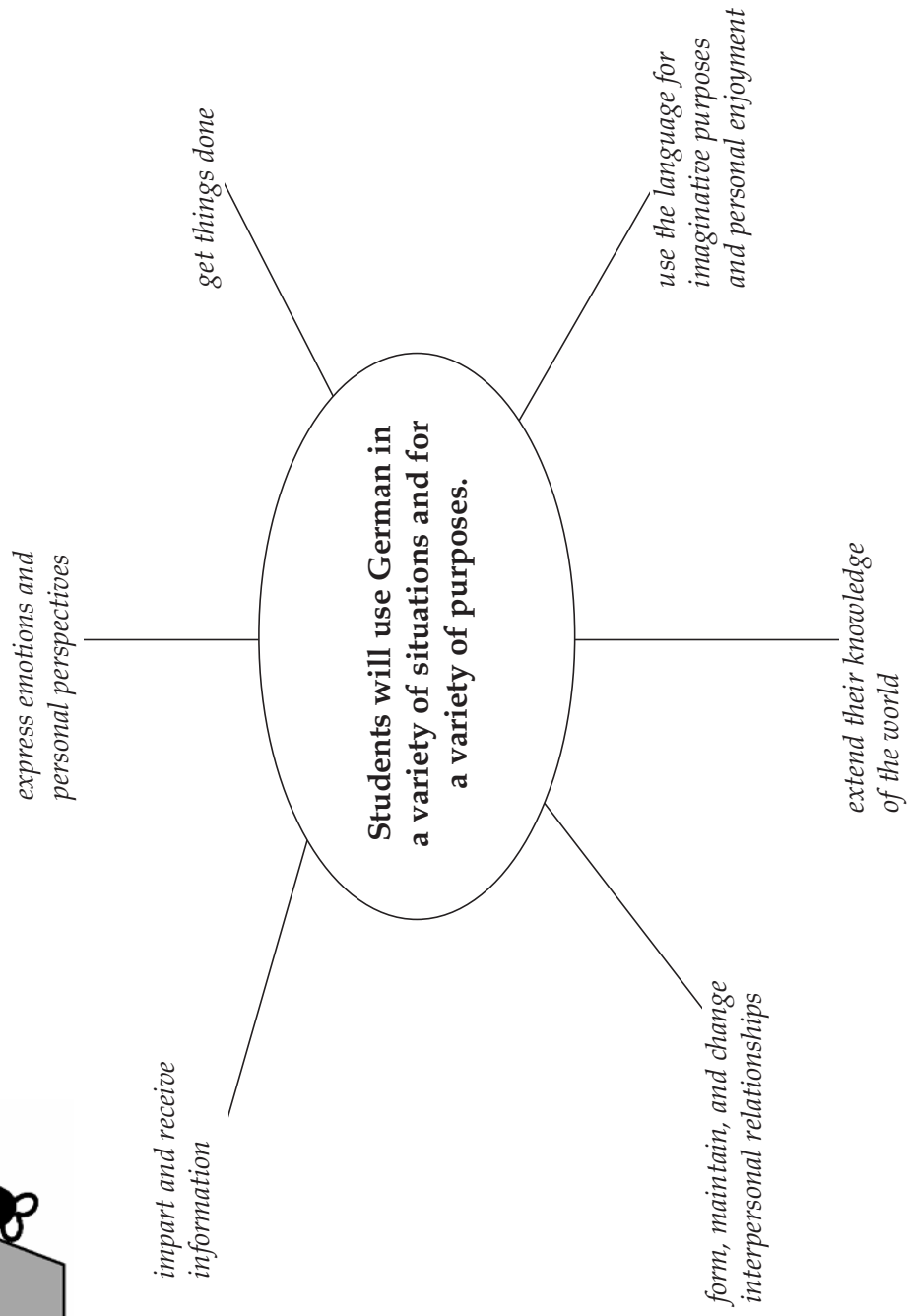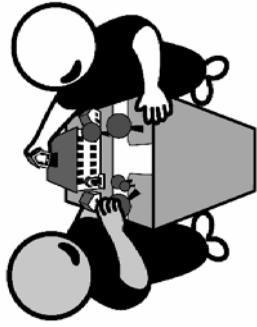
APPLICATIONS
GRADE 12

Applications

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

- get things done
- use the language for imaginative purposes and personal enjoyment
- extend their knowledge of the world
- form, maintain, and change interpersonal relationships
- impart and receive information
- express emotions and personal perspectives

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
General Learning Outcome 1: Applications Students will use German in a variety of **situations** and for a variety of **purposes**. **1.1 receive and impart information** 1.1.1 *Share Factual Information* ❖ present detailed information on a specific topic (e.g., report, biography)	➤ Have students in small groups identify ways they could help improve the environment by assessing their own lifestyles and actions. Ask groups to share their ideas and incorporate them into a letter-writing campaign (perhaps to one institution) aimed at promoting a healthy environment. Students could send their letter by email, fax, or mail (BC *Resource Package*, 68). *Variation:* Instead of writing a letter to an institution, have students exchange letters with peers, either German-speaking or other German learners, or write a letter to a German editor of a German magazine or newspaper. ➤ Suggest that students examine employment advertisements in German-language newspapers and various publications designed to help young people find part-time and summer employment. Using information from these sources and a class discussion about part-time jobs, students could then work to identify the information they need to find and secure part-time employment (BC *Resource Package*, 54). ➤ Ask students to set up budgets for the first year after Senior 4. Then have them form groups and discuss how they allocated money for expenses, such as tuition, rent, groceries, furnishings, and transportation. Alternatively, have students prepare a budget for studying abroad, taking into consideration expenses such as flight, tuition, accommodations, groceries, transportation, books, etc. (BC *Resource Package*, 68).

*Reprinted (or adapted) from the *Spanish 5 to 12 Integrated Resource Package* (1997). Used with permission of the Ministry of Education, Province of British Columbia. All future references to BC *Resource Package* fall under this permission statement.

(continued)

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students examine issues, such as environmental problems, look for evidence of the extent to which they • take positions and make their views clear • give relevant reasons and examples to support their arguments • listen actively and attempt to respond to or build on others' ideas ➤ When students look at job opportunities, look for evidence that they are able to • locate factual information • discuss information and identify key information ➤ When students prepare budgets and then discuss in groups, look for evidence that they • express their opinions clearly and justify them with examples • exchange ideas with peers • listen actively to peers • use target vocabulary and expressions appropriately	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.2 express emotions and personal perspectives	
1.2.1 *Share Ideas, Thoughts, Opinions, Preferences*	
❖ react to the opinions of others; and express, support, and discuss own opinions	➤ Have students prepare a debate on topics, such as the UN, NAFTA. Possible key questions might include: *Wie wird die Welt in der Zukunft sein?*
	➤ Have students form two groups and prepare a debate on the following question: *Wird die Welt in 100 Jahren besser oder schlechter sein?*
	One group would defend the notion that the world will be a better place and one group would defend the notion that the world will be a worse place in 100 years.
1.2.2 *Share Emotions, Feelings*	
❖ compare the expression of emotions and feelings in a variety of situations	➤ Have students read several poems. Students then choose two poems that reflect contrasting emotions and recite them in small groups. Students should use gestures and facial expressions which express the emotions evoked in the poems.
1.3 get things done	
1.3.1 *Guide Actions of Others*	
❖ make a complaint	➤ Have students work in groups to prepare a role play. Each group will have a leader to oversee the conversation.
	Stay in a hotel. Something is wrong with your room. Complain to the desk clerk.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students prepare a debate, discuss assessment criteria before they begin. Criteria might include the following:

• accurate and detailed information is presented

• appropriate use of formal language/register

• language structures (vocabulary/expressions) are used appropriately

• pronunciation and intonation are generally accurate

➤ Look for evidence that students are able to guide their conversation and actions.

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

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.3 get things done (continued)	
1.3.2 *State Personal Actions*	
❖ accept or decline an offer or invitation, with explanations	➤ Have students write a brief formal letter declining or accepting an invitation to a formal event, such as a wedding, special awards ceremony, etc.
1.3.3 *Manage Group Actions*	
❖ express appreciation, support, and respect for contributions of others	➤ In small groups, have students prepare a thank-you notice to be published in a local newspaper expressing appreciation to the people who have made a special contribution to a community cause, such as charity works, sports club support, etc.
1.4 form, maintain, and change interpersonal relationships	
1.4.1 *Manage Personal Relationships*	
❖ initiate and participate in casual exchanges with others	➤ When students are working on group activities, encourage them to use German in their exchanges as they plan and organize their presentation.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Having provided the students with instruction on formal letter writing (formalities, protocols, use of formal pronoun forms), look for evidence that the proper form has been achieved.	
➤ As students prepare the notices, look for evidence that the proper form and appropriate vocabulary are used.	
➤ Observe as students work in groups and record their participation and use of German.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.5 extend their knowledge of the world	
1.5.1 *Discover and Explore*	
✤ compare their own insights and understandings with those of classmates	➤ As an introduction to current issues, brainstorm a list of current issues. Have students choose an issue and create a web of their knowledge of the issue. Then have students work in groups to compare their understanding of the issue with that of classmates.
1.5.2 *Gather and Organize Information*	
✤ identify key ideas, and summarize and paraphrase	➤ In preparation for a debate, have students find information about their topic or issue from a variety of sources. Have students evaluate the usefulness and reliability of the sources and incorporate relevant information into the debate.
1.5.3 *Explore Opinions and Values*	
✤ explore opinions and values related to specific situations (e.g., describe motivations of characters in literature)	➤ Select a Letter to the Editor from a local paper and have students respond to the issue in a class discussion. Then have them write their own such letter on the issue.
1.5.4 *Solve Problems*	
✤ use information collected from various sources to solve problems	➤ Have students examine a current issue such as world pollution. Have students work in groups to each gather information. Invite students to also include the consequences of these problems, as well as possible solutions.
	A key question to include might be *Wie wird die Welt in der Zukunft sein?* As an extension, students could prepare an ad campaign or commercial promoting recycling or other solutions to problems of pollution.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Look for evidence that students are able to
  • express their understanding
  • compare their insights with those of classmates

➤ Look for evidence that students are able to
  • locate information from a variety of sources
  • choose information from sources that are useful and relevant

➤ In the discussion and the submissions of the letters, look for evidence that students have generated a diversity of opinions.

➤ When students examine current issues such as world pollution, look for evidence that they
  • present accurate information
  • present problems and their reasons and consequences

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.6 for imaginative purposes and personal enjoyment 1.6.1 *Humour/Fun* ❧ compare, contrast, and appreciate differences in the interpretation and expression of humour in the German cultures and in their own culture	➤ Provide students with an editorial cartoon related to a current or social issue. Have students create a short skit that illustrates their understanding and/or interpretation of the cartoon. Have students include some idiomatic expressions in their skit.
1.6.2 *Creative/Aesthetic Purposes* ❧ use German creatively (e.g., write a story)	➤ Provide students with a literary piece (play, poem, story) and have them rewrite it in the form of a script and dramatize it. ➤ Ask students to listen to poems in German and then represent them in dramatizations or illustrations (BC *Resource Package*, 24).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students create a short skit based on an editorial cartoon, look for evidence that they

- understand and interpret the humour of the cartoon appropriately
- use vocabulary and idiomatic expressions correctly
- use good oral expression (clarity, pronunciation, fluency)

➤ When students re-create plays, look for evidence that they are able to

- interpret the feelings, ideas, and themes of the original work
- create appropriate dialogue
- incorporate detail to engage the audience
- show evidence of practice and rehearsal (fluency, sense of ease) in their presentations

➤ When students dramatize or illustrate poems, look for evidence that they are

- trying to interpret the mood of the poem
- engaged in the task
- interested in sharing their work with others

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.6 for imaginative purposes and personal enjoyment (continued) 1.6.3 *Personal Enjoyment* ♣ use German for personal enjoyment (e.g., watch video clips, films or television programs)	➤ Have students play a variety of games similar to the following: • "Jeopardy"—Questions are related to the themes studied. • "Trivia"—*Wer möchte Millionär sein?* (Categories: history, current issues, literature, etc.) Let students create a name for their game.

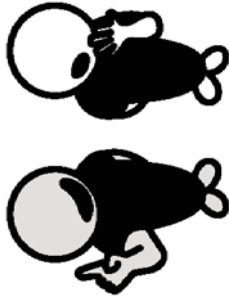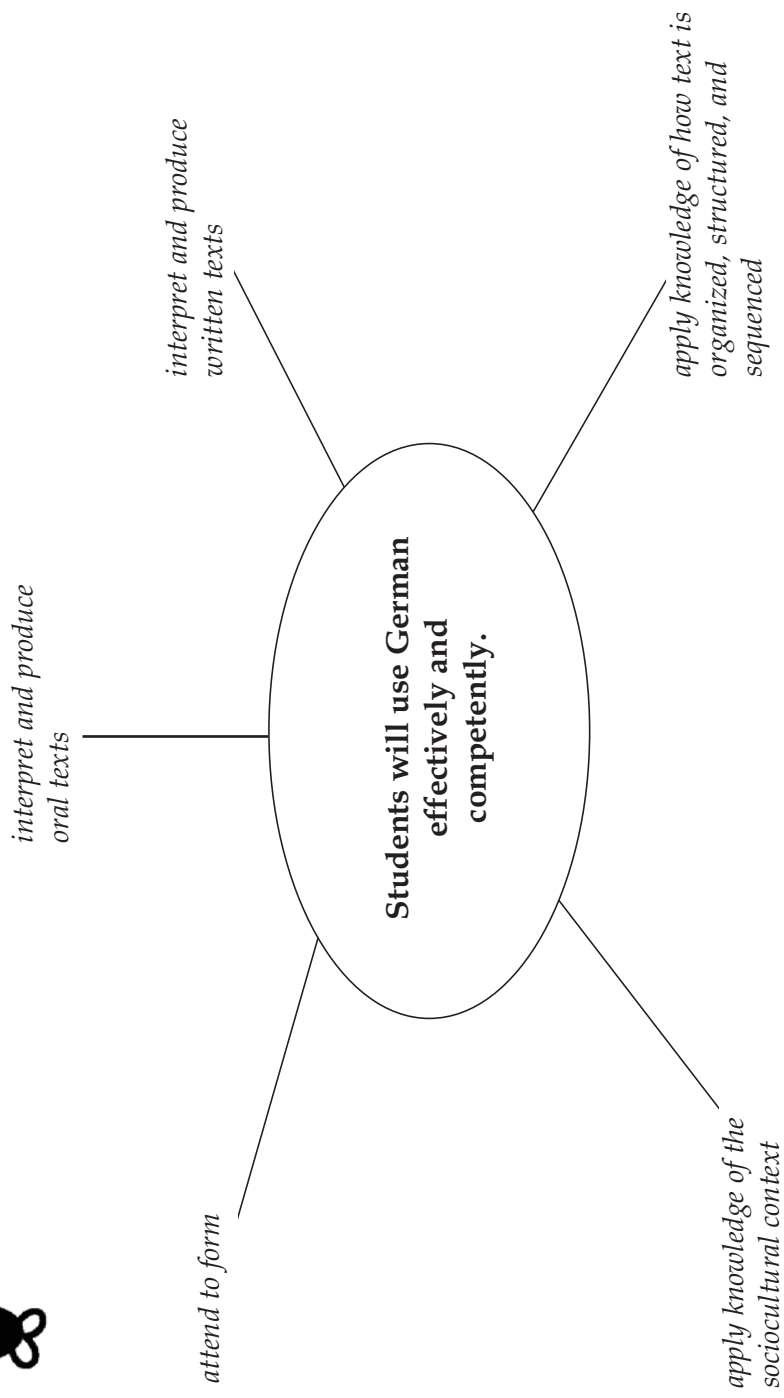| SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students participate in games or improvisation, look for evidence that they are able to participate willingly and with a positive attitude.	

NOTES

LANGUAGE COMPETENCE
GRADE 12

Language Competence

Students will use German effectively and competently.

interpret and produce oral texts

interpret and produce written texts

apply knowledge of how text is organized, structured, and sequenced

attend to form

apply knowledge of the sociocultural context

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
General Learning Outcome 2: Language Competence Students will understand and produce German **effectively** and **competently** in spoken and written forms. **2.1 interpret and produce oral texts** 2.1.1 *Aural Interpretation* ❖ understand oral texts on a broad variety of topics	➤ Present a taped German newscast. Then ask students, working in small groups, to mindmap the various issues.
2.1.2 *Oral Production* ❖ understand written texts on a broad variety of topics	➤ Facilitate students' reading of a short story in German by providing focus questions, background information, and vocabulary development. Have students create a web to organize the main ideas of the short story (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 6 – 132–133).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ As students mindmap the main issues in a German newscast, look for evidence that

- main issues are identified
- ideas are shared and elaborated in groups

➤ After the activity, have students write a brief summary and look for evidence of accurate understanding.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.1 interpret and produce oral texts (continued) 2.1.3 *Interactive Fluency* ✤ identify the purposes, intended audiences, messages, and points of view in a variety of visual media, in guided and unguided situations	➤ Have students participate in a gallery walk of artwork by various famous German-speaking artists. Have students identify the purposes and messages the art evokes as well as the techniques used to create the mood and emotions of the piece. Alternatively, have students participate in a virtual tour of a museum via the Internet. ➤ Have students form groups and identify a current issue that is prevalent in the media. Have each student find a visual representation of the issue (e.g., a picture or editorial cartoon from a newspaper, a newspaper or magazine ad, a TV commercial, etc.). Then have students work in their groups to identify the techniques used in order to send a particular message to the public. Have students present their findings to the class.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

SUGGESTIONS FOR ASSESSMENT

➤ As students react to artwork by famous German-speaking artists, look for evidence that they are able to

• describe techniques and conventions used by artist

• identify purposes and messages evoked by artwork

• use target language pertaining to art and expressing opinions

➤ As students analyze visual interpretations of current issues in the media, look for evidence that they are able to

• identify techniques and explain their effectiveness

• work collaboratively with group members

• present techniques to class clearly, with appropriate pronunciation, fluency, and intonation

SUGGESTED LEARNING RESOURCES

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.2 produce oral and written texts 2.2.1 *Noninteractive Spoken Production* ❧ produce a variety of oral texts, with guidance	➤ Have students prepare a TV or radio newscast. Students could include various segments such as sports, news, entertainment, and weather.
2.2.2 *Interactive Spoken Production* ❧ engage, spontaneously, in routine and nonroutine interactions	➤ As a class, brainstorm possible interview questions. Then have students work with partners to role-play job interviews. Encourage candidates to answer in terms of interests, qualities, and work and volunteer experiences (BC *Resource Package*, 52). ➤ Divide the class into groups of three. Ask two students in each group to interview the third as a candidate for a prospective boarder or roommate. Before the interviews, have groups prepare lists of possible questions. Encourage students to ask additional questions while conducting the interviews (BC *Resource Package*, 68).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students prepare a TV or radio newscast, discuss criteria with students before they begin. Criteria might include the following:

- relevant information with interesting details

- appropriate format

- clear organization of ideas

- appropriate oral expression (fluency, clarity, pronunciation)

- appropriate use of target vocabulary and expressions

- collaboration/participation/engagement in preparation of task

➤ Assessment criteria for simulated interviews should focus on the extent to which students

- present clear, complete, and appropriate messages

- interact with growing spontaneity

- sustain interaction with an easy flow of language

- use vocabulary and idioms effectively

- avoid serious errors in tense and structure that obscure communication

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.2 produce oral and written texts (continued) 2.2.3 *Written Production* ♣ produce a variety of written texts, with guidance	➤ Provide students with advertisements for part-time jobs that require knowledge of German. Have each student choose a job and prepare a resume. Ask students to exchange resumes with partners and give reasons why they chose the jobs they did (BC *Resource Package*, 60). ➤ After participating in a gallery walk or virtual tour of artwork by famous German-speaking artists, have students each choose one artist and research the history of the artist and his or her work. Have students use their research to produce an informational text about the artist for a gallery catalogue.
2.2.4 *Representing* ♣ communicate thoughts, ideas, and feelings for specific purposes and audiences through a variety of visual media, in guided and unguided situations	➤ Invite students to research a current issue that interests them (e.g., the environment, child poverty) using German resources. Then ask them to organize an awareness campaign for the class by producing placards and leaflets (BC *Resource Package*, 62). ➤ After students have become familiar with the main aspects of a short story in German, have students form groups and have each group select a part of the story to re-create in a chosen visual medium. Ask students to present and display their work for peer responses (BC *Resource Package*, 72).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

SUGGESTIONS FOR ASSESSMENT

➤ Work with students to develop criteria for their resumes:
  • accurate and relevant information is included
  • format is appropriate
  • target vocabulary and expressions are used correctly
  • layout is clear and organized

➤ When students research the history of an artist and his or her work, discuss criteria with students before they begin. Criteria might include the following:
  • appropriate format
  • detailed and accurate information is provided
  • language structures, vocabulary, and verb tenses are used correctly

➤ Work with students to develop criteria for their awareness campaigns on current issues. Criteria could include the following:
  • information is accurate and relevant
  • includes appropriate details designed to appeal or convince the audience
  • visual techniques are effective in conveying the message
  • presentation is clear and easy to follow
  • vocabulary, expressions, and structure are appropriate and add to the effect

➤ When students re-create short stories, look for evidence that they are able to
  • identify and explain techniques and conventions used to express meaning
  • interpret the feeling, ideas, and themes of the original work
  • incorporate detail to engage the audience

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form 2.3.1 *Phonology* ❖ use intonation, stress, and rhythm appropriately in a variety of situations	➤ Model correct pronunciation with every oral activity. ➤ Provide students with many opportunities to practise their oral production in pairs or in small groups.
2.3.2 *Orthography* ❖ apply spelling rules and mechanical conventions consistently and accurately, and use a dictionary consistently to verify spelling	➤ Provide students with opportunities to edit and peer edit written work independently.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Observe that students produce the sounds, stress, rhythm, and intonation patterns of German on a regular basis.	
➤ Look for evidence that students' spelling and punctuation are accurate in a variety of texts.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form (continued) 2.3.3 *Lexicon* ❧ use suitable words and phrases to enhance the effectiveness of communication in oral and written texts, within a variety of contexts ❧ understand and use vocabulary and phrases related to the following topics/areas of experience: — personal relationships ✓ peers ✓ friends ✓ relatives — German civilization ✓ history ✓ famous people ✓ inventions ✓ literature ✓ architecture ✓ myths/legends — leisure and recreation ✓ sports and exercise ✓ health and lifestyle — contemporary life and issues ✓ current events ✓ science and technology ✓ institutions and systems (schools) ✓ environment ✓ housing — popular culture ✓ mass media ✓ advertising ✓ music ✓ literature — European context ✓ geography/topography ✓ travel ✓ the European Union — personal image ✓ fashion ✓ careers ✓ future plans — other areas ✓ topics of special interest to students	

SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION

2.3   attend to form (continued)

2.3.4 *Grammatical Elements*

✤ recognize and use, in **modelled situations**, the following grammatical elements:
  — sentence structure: subject-object inversion
  — da and wo compounds (e.g., *wofür*, *worauf*)

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.

Example of a modelled situation:

In preparation for a group project, students build a list of the activities that they would like to do. Students practise the structure "*Ich möchte _____ . Möchtest du _____.*" using the sentence patterns provided. Then students survey other classmates: "*Was möchtest du morgen machen?*" Students answer saying "*Ich möchte ...*, with an infinitive of their choice. Each person then summarizes the results of their mini-survey: *Drei Schüler möchten tanzen*, and so on.

✤ use, in **structured situations**, the following grammatical elements:
  — reflexive verbs
  — sentence structure: position of subject and objects
  — genitive case as a concept
  — possessive pronouns in genitive
  — prepositions with genitive
  — adjectival endings
  — relative clauses in all cases

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.

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.

SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING
RESOURCES

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form (continued) 2.3.4 *Grammatical Elements (continued)* ♣ use, **independently** and **consistently**, the following grammatical elements: — simple past — nominative, accusative, and dative case as a concept — sentence structure: time/manner/place — personal pronouns in dative — possessive pronouns preceding dative objects — prepositions with accusative and dative — infinitive phrases and clauses	**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. 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.

SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING
RESOURCES

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.4 apply knowledge of sociocultural context 2.4.1 *Register* ❖ use the appropriate level of formality with a variety of people in a variety of contexts	➤ As students prepare job interviews, participate in debates, and engage in conversations with peers about studying abroad, provide them with expressions appropriate for each of these situations.
2.4.2 *Idiomatic Expressions* ❖ identify unfamiliar idiomatic expressions in a variety of contexts; and explore and interpret idiomatic expressions in popular, contemporary culture	➤ Obtain a text of an interview from a current German publication. Have students identify all of the idiomatic expressions in it and provide the meaning or substitute for each.
2.4.3 *Variations in Language* ❖ recognize and adapt to differences in spoken German (e.g., region, social context)	➤ Provide students with a text geared for adults (e.g., short story) and provide them with a second text geared for children (e.g., fairy tale). Then have students work in pairs or small groups to identify how language is used differently in each text.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students prepare activities with varying degrees of formality, look for evidence that they
  • use formal (*Sie*) and informal (*du*) appropriately
  • use vocabulary and expressions appropriate to formal and informal situations

➤ As students complete the exercise, look for evidence that idiomatic expressions are appropriately interpreted.

➤ As students examine texts for adults and children, look for evidence that they are able to identify key differences in sentence structure, vocabulary, and illustrations.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.4 apply knowledge of sociocultural context (continued)	
2.4.4 *Social Conventions*	
❖ understand and use important social conventions in interactions	➤ Give students social situations and ask them to improvise the situation, using appropriate formal and informal social conventions. Have some groups present in a very formal manner and others in a less formal manner.
2.4.5 *Nonverbal Communication*	
❖ recognize nonverbal behaviours that are considered to be inappropriate in certain contexts	➤ Brainstorm with students on appropriate nonverbal behaviours in the German culture. Have students demonstrate the wrong and the right behaviours with the appropriate German expressions.
2.5 apply knowledge of how the German language is organized, structured, and sequenced	
2.5.1 *Text Forms*	
❖ use a variety of familiar text forms and media in their own productions	➤ Have students prepare a comparison chart of different types of poetry or short stories (e.g., choose same author—two different pieces, or one theme—two different authors). Have students write a poem similar to the poems analyzed.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students improvise social situations, assessment criteria might include the following:
  • social conventions are applied appropriately
  • language is understandable and appropriate to the context

➤ As students perform, verify that the inappropriate behaviours have been understood and communicated.

➤ As students compare different types of poetry or short stories, look for evidence that they are able to
  • express their opinions and conclusions
  • provide examples
  • identify key features of the text form
  • use target vocabulary and expressions for comparison
  • organize chart clearly and accurately
  • produce a poem which follows format studied

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION

2.5 apply knowledge of how the German language is organized, structured, and sequenced (continued)
 	
2.5.2 *Patterns of Social Interaction*
 	
❖ use a range of social interaction patterns to deal with routine and some nonroutine interactions
	➤ Provide students with the opportunities to use a wide range of social interaction patterns within the themes studied. Examples include the following:
	1. Planning to study abroad
	  • Have students write letters or send emails to various institutions where they might study.
	  • Have students invite an exchange student to speak to the class (via phone or letter).
	2. Current Issues
	  • Have students write a Letter to the Editor regarding an issue.
	  • Have students write letters to officials of other nations.
	3. Looking for an apartment
	  • Have students read an advertisement and role-play phoning to ask for additional information.
	  • Have students negotiate conditions for apartment (cost, utilities, damage deposit, etc.).

2.5.3 *Cohesion/Coherence* ❖ organize texts to indicate logical progression—time sequencing, cause and effect, instructions—and use common conventions (e.g., *Überschriften*, *Absätze*)	➤ Provide students with a newspaper or magazine article on a current issue. Have students first read the text individually and highlight transition words, connectors, and words that help establish a sequence. Students then work with a partner to review the words each person found. Discuss the findings as a whole class and put the key words on posters.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students use social interaction patterns in the context of themes studied, consider the following criteria:
- language use is appropriate to the situation (formality, vocabulary, and expressions)
- appropriate format is used for the situation
- accurate and relevant information is provided

Look for evidence that students are able to
- use previously learned patterns in new situations
- combine previously learned patterns to extend interactions
- handle non-routine situations

➤ As students examine texts for transition words, connectors, and words that help create sequence, look for evidence that they are able to
- identify key words that establish sequence and transition
- organize key words logically for poster

NOTES

GLOBAL CITIZENSHIP
Grade 12

Global Citizenship

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

affirm diversity

explore personal and career opportunities

study historical and contemporary elements of German-speaking cultures

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
General Learning Outcome 3: Global Citizenship Students will acquire the knowledge, skills, and attitudes to be effective **global citizens** through the exploration of the cultures of the German-speaking world. **3.1 historical and contemporary elements of the culture of German-speaking peoples** 3.1.1 *Gaining/Applying Knowledge of German Cultures* ❖ explore and identify some elements of German history (e.g., key events and their lasting impact)	➤ Have students research a German author, artist, or painter who has made a significant contribution to German culture, and prepare a biography. Then have students exchange biographies and read the biography of a classmate. Have students identify the importance or influence of the person on the German culture.
3.1.2 *Diversity within German Cultures* ❖ recognize the social impact of ethnic diversity in German-speaking countries (e.g., ethnic restaurants, "*Ausländer*," racial prejudices)	➤ Have students research "*Ausländer*" in Germany and identify the challenges to both the native and the immigrant populations. Conduct a class discussion on the findings.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students prepare a biography of a German author, artist, or painter, provide students with assessment criteria before they begin. Criteria might include the following: • importance, influence, or role of person in and on the German culture is clearly identified • information is accurate • interesting details are included • well organized paragraphs • appropriate use of verb tenses, vocabulary , and other language structures • correct spelling and punctuation ➤ When students discuss their findings, look for evidence that they are sensitive to the challenges of retaining one's culture while integrating into another.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.1 historical and contemporary elements of the culture of German-speaking peoples (continued)	
3.1.3 *Accessing/Analyzing Cultural Knowledge*	
✤ organize and present information about elements of German cultures in a variety of ways	➤ Brainstorm with students about historical events that may have had an influence on German culture (e.g., the Reformation, WWI, WWII, Fall of the Berlin Wall, etc.). Have students then choose an event and research the event and its influence on Germany.
3.1.4 *Valuing German Cultures*	
✤ seek out and use opportunities to communicate with members of German cultures in the community and/or via technology	➤ Plan an event that involves a member or members of the German-speaking community such as a visit to the Kinderschule, the German bilingual schools, a German museum, or a venue featuring a German speaker or entertainer. Have students prepare questions in advance.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students prepare research on an historical event and its influence on Germany, provide students with criteria before they begin. Criteria might include the following:

- the influence of the historical event on Germany in clearly identified
- shows insight into the context and the impact of the historical event
- information is accurate
- interesting details are provided

➤ After the event, when students share their observations of German culture and language, look for evidence that students have gained an appreciation for the German culture that exists in their community.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirming and valuing diversity 3.2.1 *Awareness of English* ♣ recognize the existence of cognates whose meanings vary in English and German—false friends (e.g., to become/*bekommen*)	➤ Provide students with an article from a current German magazine and have them highlight all the words that resemble English vocabulary. Then have students find the English equivalent of these words and make some generalizations from their observations.
3.2.2 *General Language Knowledge* ♣ recognize that languages and their international status evolve/change over time	➤ Provide students with an article on the history of the German language. Read the article with them and discuss examples relating to the developmental stages of the language.
3.2.3 *Awareness of Canadian Culture* ♣ recognize ethnocentric perspectives in Canadian and German texts	➤ In small groups, have students plan and undertake a homework exercise from their textbooks, in which they look for examples of "ethnocentrism" in Canadian media and in everyday communication (e.g., when referring to North America, some people include only Canada and the United States). Groups will record their findings and discuss them in the subsequent class.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students do this activity, look for evidence that they are able to
  • identify clearly similarities and differences
  • understand the concept of "false friends"
 	
➤ As students learn about the history and roots of the German language, look for evidence that they are able to identify important factors that influence the status of languages.
 	
➤ Have groups hand in their findings and provide feedback on the number, range, and quality of the examples provided.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirming and valuing diversity (continued)	
3.2.4 *General Cultural Knowledge*	
✤ recognize that communication can be affected by different cultural practices (e.g., gestures, perspectives, and values)	➤ Have students brainstorm questions that would address intercultural practices. Then have them set interview or survey questions and conduct a survey of students of other cultural backgrounds in their school. After the completion of this task, compile data of the findings with the students.
3.2.5 *Intercultural Skills*	
✤ identify and use a variety of strategies for enhancing relations with people from different cultures	➤ Invite people from different cultures or a recent immigrant to class to share his or her experiences with students.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Look for evidence that students are able to identify the important factors involved in intercultural competence, in daily life situations.	
➤ When students participate in discussions with a recent immigrant, look for evidence that students • have gained an appreciation for linguistic and cultural diversity for themselves and global society • pose questions that are well prepared and pertinent • listen to others and interact with others • add to and build on ideas of others • participate in German	

PRESCRIBED **L**EARNING **O**UTCOMES	**S**UGGESTIONS FOR **I**NSTRUCTION
3.3 personal and career opportunities 3.3.1 *German Language and Culture* ✤ identify aspects of German civilization that are of personal interest (e.g., history, literature)	➤ Have students examine classified advertisements from German-speaking countries and have them identify jobs that are in high demand. ➤ Have students research job opportunities in the local German-speaking community and prepare the documents required for applying for a given job.
3.3.2 *Cultural and Linguistic Enrichment* ✤ demonstrate awareness of opportunities for further studies or careers related to other languages and cultures	➤ Brainstorm with students about careers where German could be useful or required. Then invite a guest who works with the German language in his or her career to talk about job opportunities in the field, how he or she uses German, what the job entails, and what the prerequisites for the job are (e.g., a translator, a flight attendant, etc.).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Look for evidence that students research a variety of sources to inform themselves on how knowledge of German and German-speaking cultures is applicable and useful in the global workplace and/or marketplace.

➤ Assess students' application forms, resumes, and covering letters for the following:
- completeness—all appropriate detail is included
- clarity—information is clear and easy to follow
- persuasiveness—relevant details and examples effectively support the applications
- presentation—language and structures are accurate and show a relatively high degree of sophistication and complexity

NOTES

STRATEGIES
GRADE 12

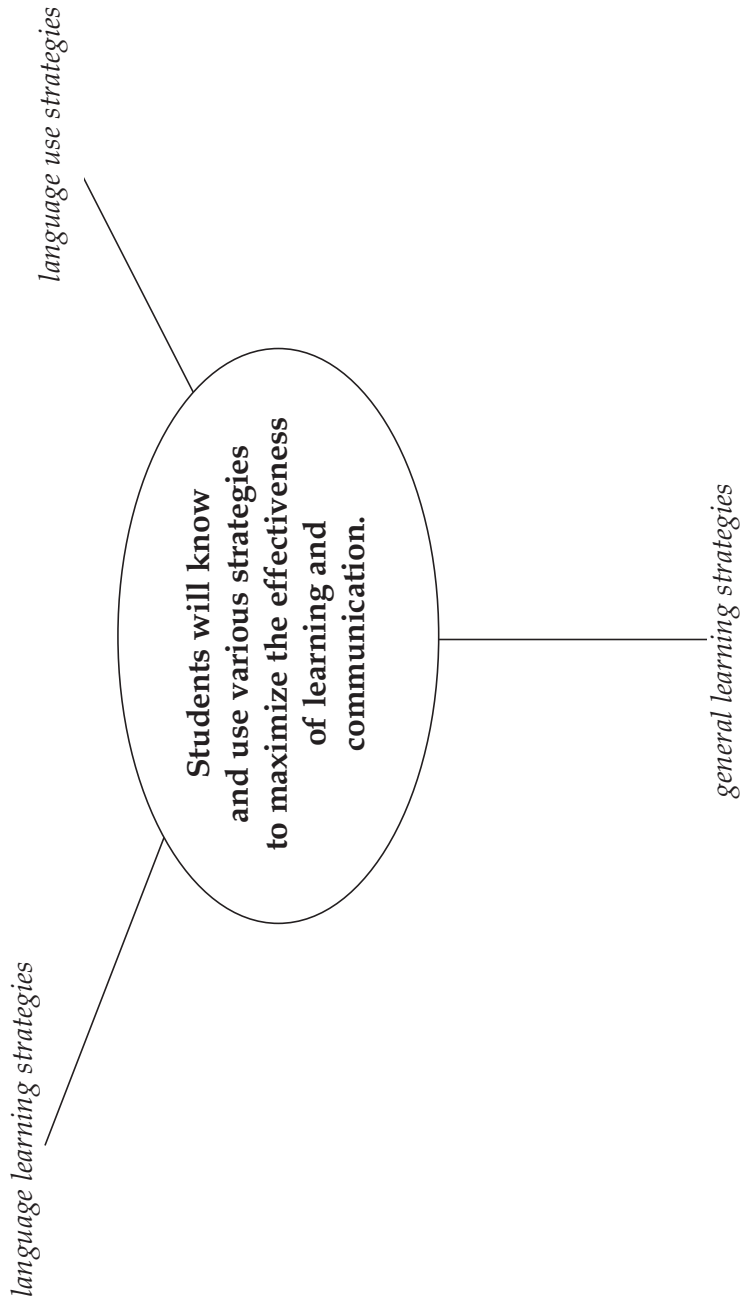# Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

- language use strategies
- general learning strategies
- language learning 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
General Learning Outcome 4: Strategies Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication. **4.1 language learning** 4.1.1 *Cognitive* ✤ select and use appropriate cognitive strategies to enhance language learning in a variety of situations (e.g., use word maps or other graphic representations)	➤ Have students prepare a vocabulary dictionary during each theme studied—*Zeitwörter, Hauptwörter, Adjektive, Redewendungen.* A part of the dictionary could also be devoted to idiomatic expressions and important transitional and sequential words.
4.1.2 *Metacognitive* ✤ select and use appropriate metacognitive strategies to enhance language learning (e.g., monitor own speech and writing to check for persistent errors, evaluate own performance)	➤ As students work with a variety of texts, encourage them to reflect on and assess their strategies for acquiring meaning. Questions might include the following: • What are some of the helpful things you learned about German words and patterns? • How can you use this knowledge to help you with new materials? • What strategies did you use to help you understand the text?

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Review students' vocabulary dictionaries for evidence that students are able to

- record appropriate meanings for the words and phrases they include
- organize words and phrases in a logical way
- extend their dictionaries as they encounter new words and expressions

➤ Assess students' reflection journals for evidence that they are able to

- articulate the strategies that they used
- give reasons and/or explanations of why certain strategies were more useful than others to them

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.1 language learning (continued) 4.1.3 *Social/Affective* ❖ select and use appropriate social and affective strategies to enhance language learning (e.g., experiment with various forms of expression)	➤ When students participate in a student exchange, an interview, or other communicative tasks with German-speaking individuals, ask them to write a reflective journal piece on their use of social and affective strategies. Encourage them to contemplate how they could use a greater variety or use specific strategies more effectively.
4.2 language use 4.2.1 *Receptive* ❖ select and use appropriate reading and listening strategies (e.g., use key content words or discourse markers to follow an extended text)	➤ Provide students with an article about a current issue. Ask students to work in pairs and to re-read the article out loud. Have students then complete an analysis of an issue-based article (Manitoba Education and Training, *Success for All Learners*, 6.117, Annex 22). In a learning log, have students then evaluate whether or not the use of the analysis of an issue-based article was effective or useful in helping them understand the article.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Have students hand in their journals. Look for evidence of the following:

• identification of specific strategies used

• discussion of the effectiveness of the strategies used

• consideration of additional strategies or a more effective use of the strategies already used

➤ When students complete an analysis of an issue-based article, look for evidence that students

• use a variety of interpretive strategies to understand the text

• select strategies that are appropriate to the type of text and reading task

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.2 language use (continued) 4.2.2 *Productive* ❖ select and use appropriate speaking and writing strategies (e.g., experiment with multiple ways of expressing meaning)	➤ Provide students with examples of German legends and myths. Read together or in groups, with students taking turns to read out loud. Have students take notes or visually represent what they hear and then discuss and reflect on the story, characters, and author's intent or theme. In a learning log, have students reflect on the effectiveness of taking notes or visually representing the story in order to understand it better.
4.2.3 *Interactive* ❖ select and use appropriate interactive strategies (e.g., use fillers, hesitation devices and gambits, sustain conversation by requesting further details)	➤ Provide each student with a topic on a card. Arrange students in two circles, one within the other. Ask students in the outside circle to rotate in one direction and the students in the inside circle to rotate in the opposite direction. At a given time, ask students to stop moving. Each student will converse with the person he or she is facing. They will then exchange cards, and the activity will proceed. Have students then evaluate how successfully they were able to use interactive strategies in order to maintain communication.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students work in groups to take notes based on the legends or myths, look for evidence that they are able to • focus on key words and phrases • listen attentively and actively to the partner • make accurate modifications to notes during verification ➤ As students participate in an inside-outside circle activity, look for evidence that they are • interacting with partners • attempting paraphrasing techniques to ensure understanding and maintain flow of the conversation	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.3 general learning	
4.2.1 *Cognitive*	
❖ select and use appropriate cognitive strategies to enhance general learning (e.g., seek information using a variety of sources)	➤ Have students view a video on a target theme and have them prepare a mind map of the purpose or intent of the video, as well as evidence on which they base their opinion. Students then work with a partner to examine the combined ideas of both people, and, finally, students share their information with the class.
4.3.2 *Metacognitive*	
❖ select and use appropriate metacognitive strategies to enhance general learning (e.g., take responsibility for planning, monitoring, and evaluating learning experiences)	➤ Review test—taken with students in advance of giving a unit test. After the test, have students reflect in their journals on the strategies they use and the effectiveness of using them.
4.3.3 *Social/Affective*	
❖ select and use appropriate social and affective strategies to enhance general learning (e.g., take risks, try unfamiliar tasks and approaches)	➤ Have students select their best performance piece from all the work in the course at a given time (creative writing, graphic representation, visual representation, a test, an audio or audiovisual production), and talk about their success to the class.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students prepare mindmaps of the purpose or intent of a video, look for evidence that • ideas are relevant • examples and evidence for opinions is given • interaction and collaboration with partner is evident ➤ When students complete a reflection journal, look for evidence that students are able to • express or explain aspects of their learning • explain the effectiveness of using test-taking strategies • suggest areas of improvement for future test-taking ➤ As students speak about their success, look for evidence that they • are able to identify their strengths • are able to appreciate the success of others • have learned something valuable in performing the task or tasks	

NOTES