GRADE 9 TO GRADE 12 GERMAN LANGUAGE AND CULTURE
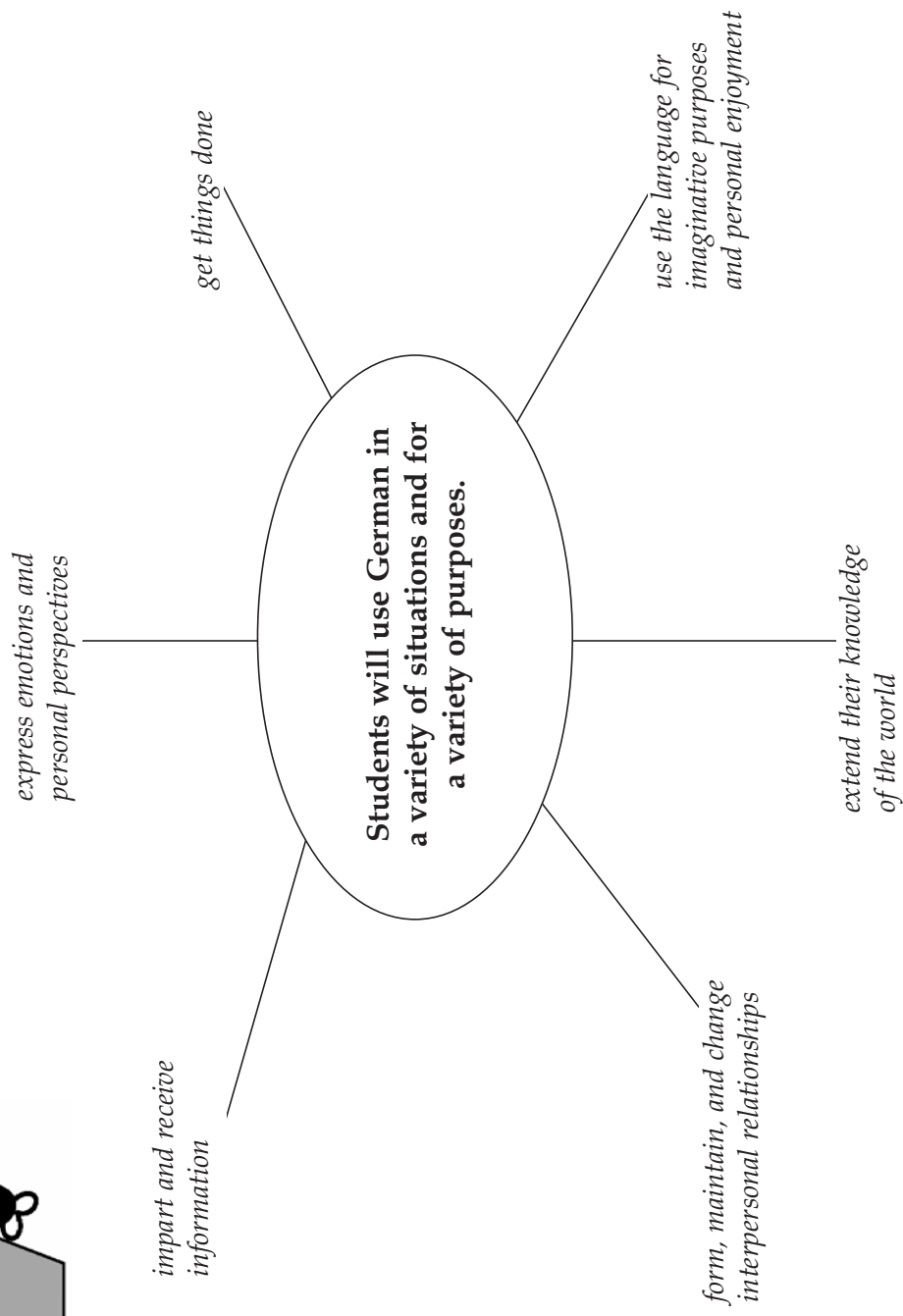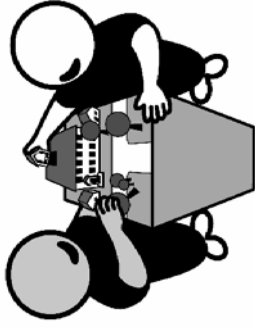
Grade 10

APPLICATIONS
GRADE 10

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

express emotions and personal perspectives

extend their knowledge of the world

impart and receive information

form, maintain, and change interpersonal relationships

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* ❖ ask for and provide information on a range of familiar objects ❖ describe several aspects of people, places, and things ❖ describe series or sequences of events or actions	➤ Invite students to use a variety of sources (e.g., books, magazines, brochures, CD-ROM encyclopedia, Internet) to research travel in a German-speaking country. Ask students to each collect and present ten helpful hints for travelling in that country. Possible topics might include: Things to see, Places to eat, Where to stay, or What to bring along. As an extension, the class could compile a master list of tips for travel in German-speaking countries (BC *Resource Package*, 70). ➤ Have each student choose a German-speaking country or region of personal interest. Then ask students to form groups according to the regions they chose and research them, using a variety of sources (e.g., tourist brochures, magazine and newspaper articles, the Internet, etc.). Have groups develop oral, written, and visual presentations promoting their regions as tourist destinations. Ask groups to present their work at a class Travel Fair. As an extension, have each student select a new travel destination based on the presentations and record reasons for the choice (BC *Resource Package*, 70). ➤ *Daily Plan While on Vacation:* Select a destination and compose a sequential plan for one of the days. Have students write their plans out on poster paper and then share their plans with classmates. ⎯⎯⎯⎯⎯⎯⎯⎯⎯ *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 work on a research project, look for evidence that they present accurate and detailed information.

➤ Work with students to develop criteria for their Travel Fair. Criteria might include the following:

- provides information on at least three topics
- includes accurate, relevant, and detailed information
- uses clear and appropriate language
- is logically organized
- takes risks to add interest and offer complex information

➤ As students prepare their plans and present them, check that

- the type and quantity of activities for one day are feasible and realistic
- expressions relating to designating time, place, currency, and costs are reasonable and appropriate
- linguistically appropriate vocabulary relating to sequence is used.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.2 express emotions and personal perspectives 1.2.1 *Share Ideas, Thoughts, Opinions, Preferences* ❖ inquire about and express preferences, and give simple reasons for preferences	➤ Present students with a variety of pictures depicting activities that can be done when travelling. Ask students which activities they prefer, using questions such as *Was machst du lieber _____ oder _____? Warum?* Note that syntax in subordinate clauses will have to be taught or reviewed in order to express reasons for using "*weil*." ➤ Have students prepare surveys related to a theme studied (e.g., favourite entertainment figures, favourite types of music, hobbies, etc.). ➤ Have students do a survey to find a person with whom they would be suited to go on a trip, based on preferred activities in common. The survey could use simple questions such as *Aktivität du gern? Was machst du lieber, _____ oder _____?*
1.2.2 *Share Emotions, Feelings* ❖ inquire about, express, and respond to emotions and feelings (e.g., *Ich fühle mich gut.*)	➤ Have students view a video of a medical emergency or a situation, such as a wedding. Have students identify and respond to the emotions expressed. Ask students how they felt during and after watching the video. In order to make this activity more successful, provide students with a list of possible expressions relating to feelings or emotions.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students respond to pictures or surveys by stating their preferences, look for evidence that students

- are able to provide reasons for their preferences
- use the correct forms of verbs with "*du*"
- use appropriate vocabulary to describe activities

➤ When students survey classmates in order to find someone with whom they would be suited to go on a trip, observe that students

- speak in German throughout activity
- speak to several classmates
- identify a classmate with whom they could travel by identifying common preferred activities

➤ When students identify and respond to the emotions expressed in the video, look for evidence that students

- are able to use and identify the correct German expressions relating to feelings and emotions

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.3 get things done	
1.3.1 *Guide Actions of Others*	
♣ give a simple set of instructions	➤ Have students participate in a simple game such as "*Simon sagt,*" or "*Telefonspiel.*" Then ask students to lead one of these games, providing them with cue cards to do so.
	➤ Pair students and have them role-play a parent and a son or daughter who is going out on a first date. The parent should put forward advice encouraging certain behaviours and discouraging others. Emphasize date safety.
1.3.2 *State Personal Actions*	
♣ express a wish or a desire to do something	➤ Brainstorm with students about the type of activities that they like to do on the weekend. Discuss with students the kind of questions and expressions they need in order to plan weekend activities with a friend. Provide students with an information gap activity with two different schedules and some common activities to organize (e.g., *Gehst du mit ins Konzert? Wann? Am Donnerstagabend um 20 Uhr? Ja, das geht. Nein, das geht nicht.*)
	Then have students organize their own weekend activities with partners, using the key questions and expressions provided in the model dialogue.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students present and participate in games, look for evidence that they

- are prepared, with clear instructions

- are able to respond to classmates' questions

- encourage participation in the game and participate willingly themselves

➤ When students role-play, look for evidence that they are increasingly able to

- make themselves understood in German

- use learned patterns and vocabulary

- take risks to add details or unfamiliar language

- use strategies, such as non-verbal communication and visual props, to support their messages

- be accurate

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

➤ While students organize weekend activities with partners, look for evidence that they

- invite

- accept, including key details about time and activities

- decline, giving reasons

- use a logical sequence of events

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.3 get things done (continued)	
1.3.3 *Manage Group Actions*	
✤ assume a variety of roles and responsibilities as group members ✤ encourage other group members to act appropriately	➤ When students are preparing a project in groups, assign specific roles to each member of the group. Practise some structures and vocabulary for each role (e.g., facilitator, recorder, timekeeper, summarizer or presenter). Rotate the roles within each group.
1.4 form, maintain, and change interpersonal relationships	
1.4.1 *Manage Personal Relationships*	
✤ initiate relationships ✤ extend and respond to invitations in simple ways	➤ Brainstorm the possible occasions for extending invitations and have students role play them.
1.5 extend their knowledge of the world	
1.5.1 *Discover and Explore*	
✤ ask questions to gain knowledge and clarify understanding, and seek information ✤ investigate the immediate environment	➤ Place the name of a profession on the back of each student in the class. Have students circulate in the class, asking each other questions in order to determine what their profession is. Alternatively, place the name of a profession on the back of one student who comes to the front of the class. The student shows the tag with the profession to the other students in the class and then asks questions of the other students in order to determine what his or her profession is.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students assume a variety of roles in groups, provide students with questions to assess self and group cooperation (see Appendices A and B).

➤ Look for evidence that students use appropriate, polite language.

➤ When students play *"Wer bin ich?"* with professions, note the extent to which
- questions are varied and relevant
- questions are understood by the class

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.5 extend their knowledge of the world (continued)	
1.5.1 *Discover and Explore (continued)*	
❖ ask questions to gain knowledge and clarify understanding, and seek information ❖ investigate the immediate environment	➤ Have students play "Jeopardy" with categories being the themes studied in class (e.g., professions, weekend activities, health and safety, sports, etc.). Divide the students into teams. One team chooses a category, a definition or answer is given by the teacher, and the team must provide the appropriate question (e.g., Definition: *Ich helfe kranke Leute.* Question: *Bist du Krankenschwester?*) ➤ Have students do a personal career questionnaire based upon careers for which they are best suited.
1.5.2 *Gather and Organize Information*	
❖ organize, categorize, and record simple information, using a variety of resources (e.g., print, audio, visual, multimedia, human)	➤ Provide students with pictures of people involved in typical activities involving a daily routine (e.g., getting up, getting dressed, brushing teeth, having breakfast, etc.). Together or in groups, have students arrange photos into a logical sequence. Provide the appropriate reflexive verbs with the pictures or discuss these verbs as photos are arranged into sequence. As an extension, have students record their own routine activities for one day. Then, have them work in pairs to prepare a skit entitled "*Ein Tag im Leben von _____* " with one student missing and the other narrating.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students play games such as "Jeopardy," look for evidence that they are able to ask questions to clarify understanding.	
➤ As students work in pairs to sequence daily activities and then present them in the form of mime and narration, look for evidence that • students sequence the daily activities logically • actions performed by the "actor" correspond to the narration	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.5 extend their knowledge of the world (continued) 1.5.3 *Explore Opinions and Values* ✤ compare personal views and opinions with those of others ✤ respond to the ideas and products of others	➤ As part of a discussion about professions or occupations, have students individually choose one profession that they feel would be ideal or the best job for them. Have them write three reasons why they have chosen that particular job. Then have students work in pairs or in groups of three or four to share the chosen professions and reasons for the choices. Have groups put their choices and main reasons on poster paper and display them in the class.
1.5.4 *Solve Problems* ✤ recognize a problem and choose between given alternative solutions	➤ Have students form groups and provide each group with a number of scenarios that involve a problem that requires a solution: • A patient goes to see a doctor for an illness. As the doctor, what advice would you give? • You have been given a weekend curfew which you feel is too early and you have a particular activity planned which will go past your curfew. How do you resolve the problem? • Your parents have chosen a particular type of summer vacation. You would like a different type of vacation. ➤ Have students develop a solution for the problem. As an extension, students could create a skit based on the scenario for which they have proposed a solution.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students work individually and then in groups to identify one ideal profession with three supporting reasons, look for evidence that students are able to • take turns, sharing chosen professions • provide three reasons for choice of profession • present chosen professions with reasons on poster paper in a clear, well-organized manner • make reference to others' choices and reasons in comparison with their own ➤ As students work in groups to find solutions for situational problems, look for evidence that they are able to • clearly identify the problem • propose a variety of solutions • choose one solution	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.6 imaginative purposes and personal enjoyment	
1.6.1 *Humour/Fun*	
✤ use German for fun (e.g., games, poems, riddles)	➤ Design a crossword puzzle on a theme. Each student generates two words with the respective clues.
1.6.2 *Creative/Aesthetic Purposes*	
✤ use German creatively (e.g., write simple captions for a given comic strip)	➤ Have students create a collage or draw a picture of their favourite holiday activities or of their dream vacation spot.
	➤ Have students provide the dialogue for a comic that has bubbles blanked out. Encourage the use of humour.
1.6.3 *Personal Enjoyment*	
✤ use German for personal enjoyment (e.g., listen to favourite songs in German)	➤ Have students do a personal project of their own choice (e.g., watch a movie in German, find out about a favourite German singer or soccer player). Have students submit a plan indicating what they expect to gain from the project, details, and timelines. Students keep a journal during the project.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
	Puzzlemaker <www.puzzlemaker.com>

➤ When students create a collage or draw a picture of their favourite holiday activities or of their dream vacation spot, look for evidence that they are able to

- include pictures or illustrations
- include words or phrases as labels

➤ Work with students to establish assessment criteria for a comic. Criteria might include the following:

- German expression/vocabulary is used correctly
- sentences are correctly constructed
- spelling is accurate

➤ When students write a journal during the project, look for evidence that students are able to

- express their impression on the cultural piece viewed or read
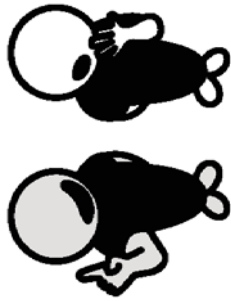- indicate what they have gained from it

N O T E S
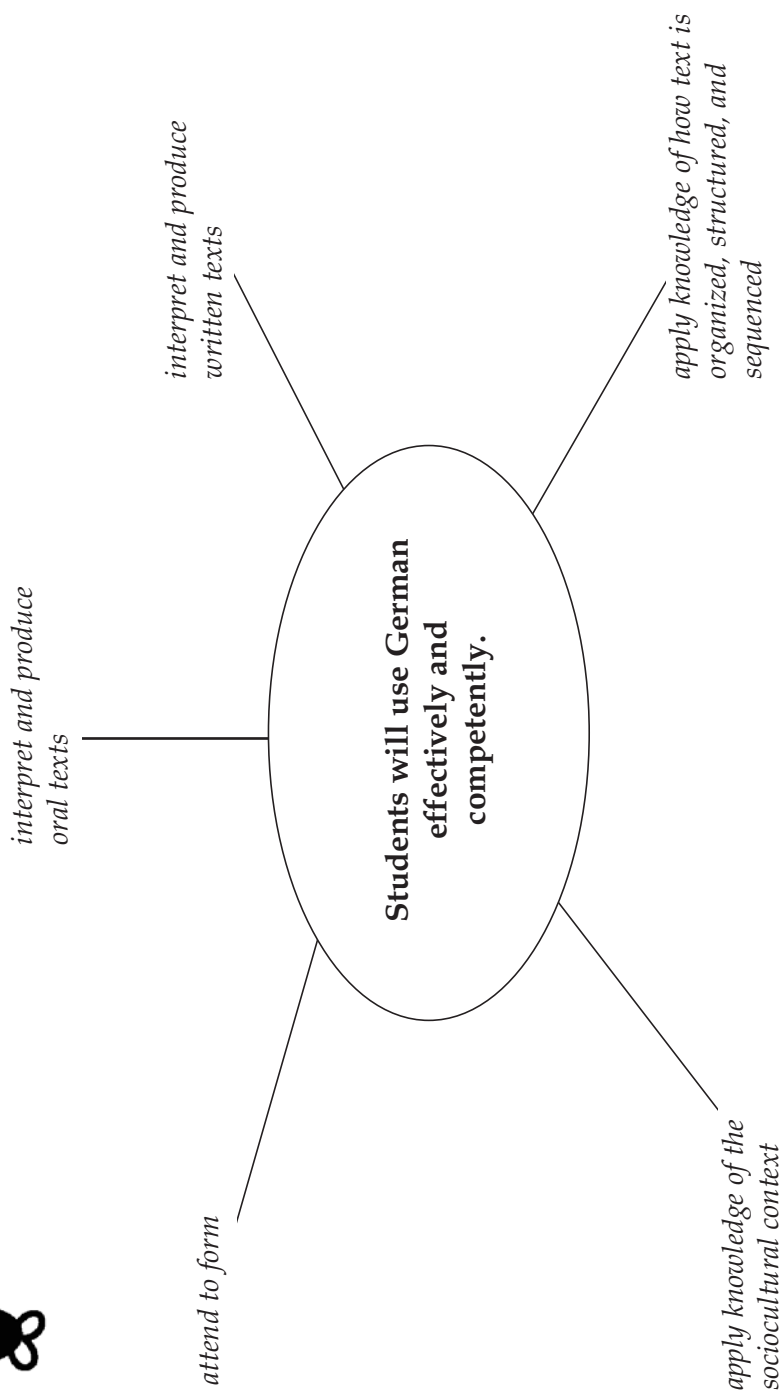
LANGUAGE COMPETENCE
GRADE 10

Language Competence

Students will use German effectively and competently.

interpret and produce written texts

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

interpret and produce oral texts

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 the main points and some supporting details of a variety of oral texts on familiar topics, in guided situations	➤ Have students listen to radio advertisements for trips or vacation destinations. Individually, have students identify the main activities and positive characteristics, etc. of the destination. Then have students work in pairs to share information and represent the main points of the advertisement visually. ➤ Have students listen to an advertisement by a department store advertising shopping specials. Then have students work in pairs to identify the goods advertised and their prices.
2.1.2 *Oral Production* ✤ produce simple oral texts, using familiar structures, in guided and unguided situations	➤ Have students prepare role plays, based on the themes studied: • At the doctor's office • Interview with a famous person about his or her daily routine • Parent and child negotiating acceptable activities and curfews for the weekend • Planning a date or an activity with a friend on the phone • Shopping for food or clothing

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

SUGGESTIONS FOR ASSESSMENT

➤ As students listen to radio advertisements for vacation destinations, look for evidence that they are able to
  • identify main activities
  • provide relevant details
  • include key words and phrases as labels for visual interpretation

➤ After students listen to an advertisement by a department store, check to see that prices of goods were accurately heard.

➤ Discuss criteria with students before they role-play a variety of situations related to themes studied. 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
  • gestures and body language support communication
  • pronunciation and intonation are generally accurate
  • interaction has some sense of fluency and spontaneity

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

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.1 interpret and produce oral texts (continued)	
2.1.3 *Interactive Fluency*	
✤ interact, using a combination of words and phrases, in guided situations	➤ Invite students to improvise social situations (e.g., greetings, family dinners, tourist behaviour, shopping). Students could pick a card that suggests situations to role-play that demonstrate behaviour that is culturally appropriate in German-speaking countries.
	➤ Suggest that students work in pairs to role-play telephone conversations in which they plan weekend activities. Partners should find activities both students would enjoy. Plans could include where they would go, who will go with them, when they will leave, and what they will take along (BC *Resource Package*, 74).
2.2 interpret and produce written texts, graphics, and images	
2.2.2 *Written Production*	
✤ produce simple written texts, using familiar structures, in guided and unguided situations	➤ Have students form groups of three or four. Provide each group with the written text of a postcard written by travellers to various German-speaking countries. Have students read the text together and try to determine the country visited, based on information given.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

SUGGESTIONS FOR ASSESSMENT

➤ When students improvise or role-play social situations, look for evidence that they are able to

• make themselves understood in German

• keep conversation going without long pauses

• recognize and respond to familiar words and patterns

• use learned patterns and vocabulary

• take risks to add details or use unfamiliar language

➤ When students prepare telephone conversations to plan weekend activities, discuss criteria with students before they begin. Criteria might include the following:

• who, what, where, and when (relevant details of plans) are clearly identified

• questions and answers are clearly formulated

➤ As students work in groups with a postcard written by a traveller from a German-speaking country, look for evidence that they are able to

• select key information (words, expressions) to determine the visited country

• make a logical choice of which country was visited, based on information provided

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.2 interpret and produce written texts, graphics, and images (continued) 2.2.2 *Written Production (continued)* ❖ produce simple written texts, using familiar structures, in guided and unguided situations	➤ Have students write a postcard, letter, or email from a real or an imaginary vacation destination. ➤ Have students research a profession in which they are interested and have them write a report describing the main duties and activities of that profession, the education and prerequisites needed, the work schedule, salary expected, etc.
2.2.3 *Viewing* ❖ derive meaning from a variety of visuals, in guided and unguided situations	➤ Provide students with photos of vacation destinations and popular vacation activities. Have students choose one photo and describe what they see in the photo and why they chose this particular photo. This could be done orally or in written form.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

SUGGESTIONS FOR ASSESSMENT

➤ Work with students to develop a simple checklist they can use for self and peer assessment of their letters, postcards, or emails. The checklist might include items such as the following:

  • meaning is clear

  • greeting and closing are appropriate

  • punctuation is appropriate

  • spelling, including accents, is correct

(See examples of checklist criteria in Classroom Assessment, p. 12.)

➤ When students prepare a report about a profession in which they are interested, provide them with a checklist for self and peer assessment. Criteria might include the following:

  • main topics and sections are clearly identified

  • relevant detail about each section is provided

  • sentence structure is accurate

  • spelling is accurate

➤ When students choose a photo of a vacation destination and vacation activities, look for evidence that they are able to

  • provide key information and relevant details to describe the chosen photo

  • provide relevant reasons for their choice of photo

  • interpret elements in the photo

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.2 interpret and produce written texts, graphics, and images (continued) 2.2.4 *Representing* ♣ express meaning, using a variety of visual forms, in guided and unguided situations	➤ Have students create a poster giving information about a particular disease. Information could include symptoms, remedies, where to get more information, etc. Have students use the imperative to provide preventative measures. ➤ Have students create a poster entitled "All about me."/"*Über mich.*" Information could include the following: • Social activities that I enjoy/*Freizeitsaktivtäten die mir gefallen* • My daily routine/*Mein Tagesablauf* • My favourite or dream vacations/*Meine Lieblings-oder Wunschferien* • My possible future profession(s)/*Meine Berufspläne* ➤ Have students choreograph a German song.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students prepare a poster giving information about a particular disease, discuss criteria with students before they begin. Criteria might include the following:

- illustrations enhance the message of the text

- name of disease and subtopics are clearly identified

- relevant details are provided for each subtopic

- imperative is used correctly to provide preventative measures

- layout and design is neat and organized, with good use of space

➤ When students create a poster about themselves, discuss criteria with students before they begin. Criteria might include the following:

- relevant information for each subtopic about oneself is provided

- illustrations enhance the message of the text

- layout and design is neat and organized, with good use of space

- appropriate and accurate vocabulary is used

➤ When students perform the song, discuss criteria with students before they begin. Criteria might include visual elements in the choreography that correspond to the text

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION

2.3 attend to form

2.3.1 *Phonology*

- ✤ recognize and imitate intonation patterns that affect meaning
- ✤ approximate the pronunciation of unfamiliar words

➤ First, model the use of specific sound distinctions in two sentences where the meaning is changed as a result of pronunciation. Guide students to identify the differences. Example: *únter hálten* versus *unterhálten*

Then, provide a list of vocabulary to focus on critical sound distinctions such as long and short vowel sounds and sentences in which the emphasized inflections change the meaning. Examples:

- *<u>Meine Oma</u> aus du Schweiz kommt morgen zu Besuch (wer?)*
- *Meine Oma aus der Schweiz kommt <u>morgen</u> zu Besuch (wann?)*
- *Meine Oma <u>aus der Schweiz</u> kommt morgen zu Besuch (welche?)*

2.3.2 *Orthography*

- ✤ apply common spelling rules to write unfamiliar words

➤ Students practise target vocabulary by playing games such as "Hangman," spelling bee, etc.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Prepare an observation checklist. Observe the students' ability to reproduce appropriately in context critical sound distinctions.	
➤ Look for evidence that students spell target vocabulary accurately in a variety of situations.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION

2.3 attend to form (continued)
 	
2.3.3 *Lexicon*
 	
❖ experiment with and use a variety of words and expressions in familiar contexts
❖ recognize that one word may have multiple meanings, depending on the context (e.g., *Klasse, Stunde, fahren*)
❖ understand and use vocabulary and phrases related to the following topics/areas of experience:
  — personal identity
    ✓ name, age
    ✓ friends and relatives
    ✓ physical description
  — family and home life
    ✓ family members, relatives, occupations
    ✓ pets, animals
    ✓ the home
  — school
    ✓ subjects
    ✓ timetables
    ✓ classroom routines
    ✓ school facility
  — leisure and recreation
    ✓ hobbies, interest
    ✓ sports and exercises
    ✓ entertainment
    ✓ music
    ✓ vacation
    ✓ transportation
  — food
    ✓ meals
    ✓ restaurants
    ✓ grocery shopping
  — *Landeskunde*
    ✓ money, currencies
    ✓ celebrations
    ✓ geography
    ✓ climate, weather, seasons
    ✓ famous people
  — health and body
    ✓ body parts
    ✓ illness
    ✓ clothing
  — other areas
    ✓ topics of special interest to students
	➤ Have students continue the use of a personal dictionary for each area of experience.
	
	➤ Have students locate a word with multiple meanings and design a poster to represent the various meanings. Each student will present his or her poster to the class.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Use student conferencing to discuss each student's dictionary with him or her. ➤ Look for evidence of student's understanding of the complexity of language and language learning.	

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:
  — plural nouns
  — separable verbs
  — perfect tense
  — selected reflexive verbs (first personal singular)
  — future tense
  — personal pronouns in accusative
  — subordinate clauses beginning with *weil*, *dass*
  — prepositions with accusative and dative
  — comparison of adjectives (all forms)
  — adjectival endings (case, number, gender)

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.

Example of a modelled situation:

In preparation for a group project, students will keep a journal of that they would like to do. Students practise the structure *"Ich möchte _____ . Möchtest du _____."* using the sentence patterns provided. Each student asks five 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.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Observe students as they do the exercise. Are they able to • ask the question following the model • respond to the question using *"Ich möchte ..."* • summarize their results using third person singular and plural forms	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form (continued) 2.3.4 *Grammatical Elements (continued)* ✤ use, in **structured situations**, the following grammatical elements: — formal address — modal verbs in present tense — imperative mood (all forms) — simple past (*hatte, war*) — possessive pronouns in nominative and accusative (plural forms) — comparison of adjectives (comparative forms only)	**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. Example of a structured situation: In preparation for a research project on typical activities of young people in selected German-speaking countries, students listen to a rapid conversation where a Canadian student is talking to an exchange student from Germany. The students check off, on a prepared answer sheet, what the exchange student does and does not do.
✤ use, **independently** and **consistently**, the following grammatical elements: — plural of familiar nouns — compound nouns — possessive pronouns in nominative and accusative (simular) — negation — sentence structure: inversion following expressions of place and time (e.g., *Heute gehe ich ...*)	**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, an email message, or a recorded message to a German-speaking penpal explaining what they do regularly.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When correcting student answers, note if they are able to • distinguish affirmative from negative responses • match the infinitive form of the verb on the answer sheet with the conjugated form heard in the recorded conversation	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.4 apply knowledge of the sociocultural context	
2.4.1 *Register*	
✤ experiment with and use formal and informal language in familiar situations	➤ As students prepare various role plays (e.g,. at the doctor's office, planning an activity with a friend), review with students the appropriate level of formality in different situations. Provide students with expressions that would be appropriate in formal and informal situations.
2.4.2 *Idiomatic Expressions*	
✤ use learned idiomatic expressions in new contexts	➤ As students prepare role plays about visiting the doctor's office, provide them with specific idiomatic expressions related to illness (e.g., *Mein _____ (part of body) tut mir weh. Ich bin krank. Ich habe _____ (part of body) schmerzen.*).
2.4.3 *Variations in Language*	
✤ acknowledge and accept a variety of accents, variations in speech, and regional variations in language	➤ As students research and prepare different German-speaking countries as vacation destinations, discuss different expressions that are used in different countries to identify foods, greetings, etc.
2.4.4 *Social Conventions*	
✤ use basic forms and conventions of politeness in guided and unguided situations ✤ use appropriate oral forms of address in guided and unguided situations	➤ Provide students with various social conventions (e.g., invitations, dating, going to movies, addressing elders, etc.). Then have students role-play social interactions.
2.4.5 *Non-Verbal Communication*	
✤ recognize that some non-verbal behaviours may be used differently in German cultures ✤ recognize non-verbal behaviours that are considered impolite	➤ Have students mime the various gestures that are associated with being ill (e.g., holding your head when you have a headache).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Look for evidence that students use formal and informal register appropriately in their role plays.	
➤ Look for evidence that students use provided simple idiomatic expressions accurately in their role play.	
➤ Look for evidence that students identify some specific regional variations in language of the destination country.	
➤ Look for evidence that students use conventions provided appropriately.	
➤ Look for evidence that students use gestures accurately to convey their message.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.5 apply knowledge of how discourse is organized, structured, and sequenced in German 2.5.1 *Text Forms* ❖ identify and use a limited variety of oral and print text forms For a sample list of forms, see Appendix D at the end of Grade 10.	➤ Provide students with a model of a haiku poem or a cinquain poem. Then have them create their own haiku or cinquain poem about a favourite social activity, a daily activity, an interesting profession, etc. • *Haiku:* 5 syllables 7 syllables 5 syllables • *Cinquain:* Line 1—One word (noun)—Tells what poem is about Line 2—Two words (adjectives)—Describe the word in Line 1 Line 3—Three words (verbs)—Give action words (associated with Line 1) Line 4—Four words—Express feelings or thoughts (about line 1) Line 5—One word (noun)—Gives a synonym of the word in Line 1
2.5.2 *Patterns of Social Interaction* ❖ initiate interactions and respond using simple interaction patterns	➤ Have students work in pairs to prepare an invitation to a special event that could be sent via email. If possible, have students send the message to another pair of students in the class, who must then respond to the invitation.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students create their own poems based on models provided, discuss criteria with students before they begin. Criteria might include the following:
  • model has been followed
  • appropriate and accurate vocabulary is used

➤ When students prepare an invitation to a special event, create a rubric or checklist to assess both the invitation and the response. Assessment criteria for the invitation might include the following:
  • key information is provided (who, what, where, when)
  • vocabulary and structures required to arrange meeting times and places are used correctly
  • sentence structure is accurate
  • spelling is accurate

(See examples of criteria to assess written material in Classroom Assessment, p. 12.)

➤ Assessment criteria for the response might include the following:
  • a clear response is given
  • sentence structure is accurate
  • vocabulary and structures required to arrange meeting times and places are used correctly
  • spelling is accurate

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.5 apply knowledge of how discourse is organized, structured, and sequenced in German (continued) 2.5.3 *Cohesion/Coherence* ❖ link several sentences coherently on a single theme ❖ sequence a series of events using basic expressions of time (e.g., *zuerst, heute, dann, morgen*)	➤ As students establish the order of activities that are part of the daily routine, introduce important sequential markers such as *erstens, nächstens, dann, letztens/zuletzt.*

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students organize activities of a daily routine and use sequential markers, look for evidence that they are able to • organize daily activities into a chronological sequence • use appropriate sequential markers	

NOTES

GLOBAL CITIZENSHIP
GRADE 10

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 German-speaking peoples** 3.1.1 *Gaining/Applying Knowledge of German Cultures* ❖ identify similarities between German people their own age and themselves (e.g., music, clothing)	➤ Brainstorm with students about the types of questions they would like to ask German-speaking young people, if they had the opportunity (e.g., social life, friends, school, daily routine, opportunities for the future, careers, etc.). Give students the opportunity to pair up with a penpal. Have students write to German-speaking youth to find the answers to their questions. ➤ Have students simulate being agents for a German rock star, or any other type of music of German-speaking culture. Have students create a poster of their star, a cultural briefing for the star describing important cultural customs and musical contributions, a sound track, and the itinerary. Tasks can be distributed among groups.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students formulate questions, look for evidence that

- questions are relevant and clear
- resources are used effectively
- analysis supports or refutes assumptions about German-speaking cultures

➤ When students simulate being agents for an international musician, look for evidence that they are able to identify musical contributions of German-speaking cultures.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.1 historical and contemporary elements of German-speaking peoples (continued) 3.1.2 *Diversity within German Cultures* ✤ explore regional differences among people living in German-speaking countries (e.g., food, dialects, costumes, celebrations)	➤ Have students work in groups to research the history of a German-speaking country. Have students present their information in the form of a multimedia presentation.
3.1.3 *Analyzing Cultural Knowledge* ✤ compare the aspects of German cultures being studied with their own ✤ recognize the existence of stereotypes about and within German cultures	➤ Brainstorm with students for a list of current popular German-speaking entertainers, artists, politicians, athletes, etc. Then provide students with the names of several important historical German-speaking figures. Have students choose one person of the past and one of the present and have them find basic biographical information on each. Based on the information found, have students imagine the life of each person. Students either write a journal entry as each character or prepare a simple skit illustrating the life of each character. Discuss with students differences in lifestyle of the past and of the present.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Provide students with a rubric outlining assessment criteria before they begin the research project on a German-speaking country's history.

Subtopics that might be included in the project could include the following:

• settlement patterns

• immigration

• government

• economy

• geography

• effects of world events

• important people

➤ When students present the life of a famous person of the past and of a contemporary figure, look for evidence that they are able to

• incorporate key events in the life of both individuals

• identify differences and similarities in the lives of the characters

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.1 historical and contemporary elements of German-speaking peoples (continued)	
3.1.4 *Valuing German Cultures*	
✤ express interest in finding out about German-speaking youth	➤ Have students choose and research a topic that focuses on youth (e.g., dating, social activities, etc.). Have students present their information through a video, multimedia presentation, magazine, etc.
3.2 affirming and valuing diversity	
3.2.1 *Awareness of English*	
✤ identify similarities and differences between English and German (e.g., sentence structure, writing conventions)	➤ Provide students with language structures they are learning in German and language structures in English. Have students match the German structure with a corresponding structure in English. Then have students compare and contrast the structures in both languages. Finally, have students complete a text in German in which they must use the German structures studied in the matching activity.
3.2.2 *General Language Knowledge*	
✤ recognize that within a linguistic group people from different regions and/or social contexts may use differing pronunciation, vocabulary, and structure	➤ Have students view videos or films and listen to interviews or songs from different regions. After viewing or listening for the first time, have students work in pairs to identify the differences in pronunciation, vocabulary, and structures that they were able to note. Have them view or listen a second time, asking students to add to their original list. Discuss with the whole class which differences were noted. Have students prepare a written or oral summary of their findings.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students present information about a topic that focuses on youth, look for evidence that • a clear understanding of cultural traditions for German-speaking teens is evident • information is presented in an interesting and organized way • respect for diversity and differences in customs is maintained ➤ When students compare structures in both languages, look for evidence that they • can identify differences and similarities between the two languages • use the German structures studied ➤ As students view or listen to interviews or songs from different regions, look for evidence that they are adding an increasing number of details to their list of differences after each listening or viewing activity.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirming and valuing diversity (continued)	
3.2.3 *Awareness of Canadian Culture*	
✤ compare and contrast diversity in Canadian and German cultures	➤ Read several children's stories from German-speaking countries which depict a specific event, such as Christmas. Compare and contrast this event with the way in which different students celebrate the event. As an extension, students could create a story of their own celebration.
3.2.4 *General Cultural Knowledge*	
✤ recognize that geography, climate, and history affect the culture of a particular region	➤ Have students complete a rural-urban study of a German-speaking country.
3.2.5 *Intercultural Skills*	
✤ recognize various ways of coping with linguistically and culturally unfamiliar situations	➤ Have students who have travelled to German-speaking countries report on their experiences pertaining to coping linguistically and culturally there.

Suggestions for Assessment	Suggested Learning Resources
➤ Have students complete a *True or False* activity to ensure understanding of the celebration in their culture and in the German-speaking countries.	
➤ After students have completed a study about the differences between urban and rural life in a German-speaking country, have students present their findings about cultural diversity within a country and have them complete a reflection journal. Questions for the journal might include the following: • What are some of the mains differences you noted between urban and rural life? • What are some of the similarities you noted between urban and rural life? • What are some possible reasons for these differences? • Which lifestyle would you prefer and why?	
➤ When students listen to their classmates, look for evidence that they appreciate the challenge.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.3 personal and career opportunities 3.3.1 *German Language and Cultures* ❖ recognize that knowledge of an additional language is an asset to any career	➤ Brainstorm with students the answers to the question "What careers require a knowledge of German?" Have students work in pairs or small groups to prepare a poster and small informational brochure called "Careers and German."
3.3.2 *Cultural and Linguistic Diversity* ❖ identify some personal uses they have made of their knowledge of different languages and cultures	➤ As students research professions that are of interest to them, have them also research one occupation or profession that requires knowledge of another language and culture. Have students then create a classified advertisement for the job they researched. The advertisement should include job duties, requirements, salary, start date, hours of work, etc.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ When students prepare a poster and brochure about careers that require a knowledge of German, discuss assessment criteria before students begin. Provide students with guidelines of basic questions to which they must find the responses. Assessment criteria for brochure and poster might include the following:

- information is accurate
- relevant details are provided
- appropriate vocabulary is used
- spelling is accurate
- brochure and poster are well-organized, with good use of space

➤ When students prepare an advertisement for a job, provide students with a checklist for self and peer assessment. Criteria might include the following:

- job duties are clearly defined
- requirements are clearly outlined in relation to German language and culture
- salary is given
- start date and hours of work are given

Upon completion of the advertisements, have students respond to the following questions in a reflection journal:

- Would you want this type of profession? Why or why not?
- What are the pros and cons of the job?
- What role does a second language play in this profession?

NOTES

STRATEGIES
GRADE 10
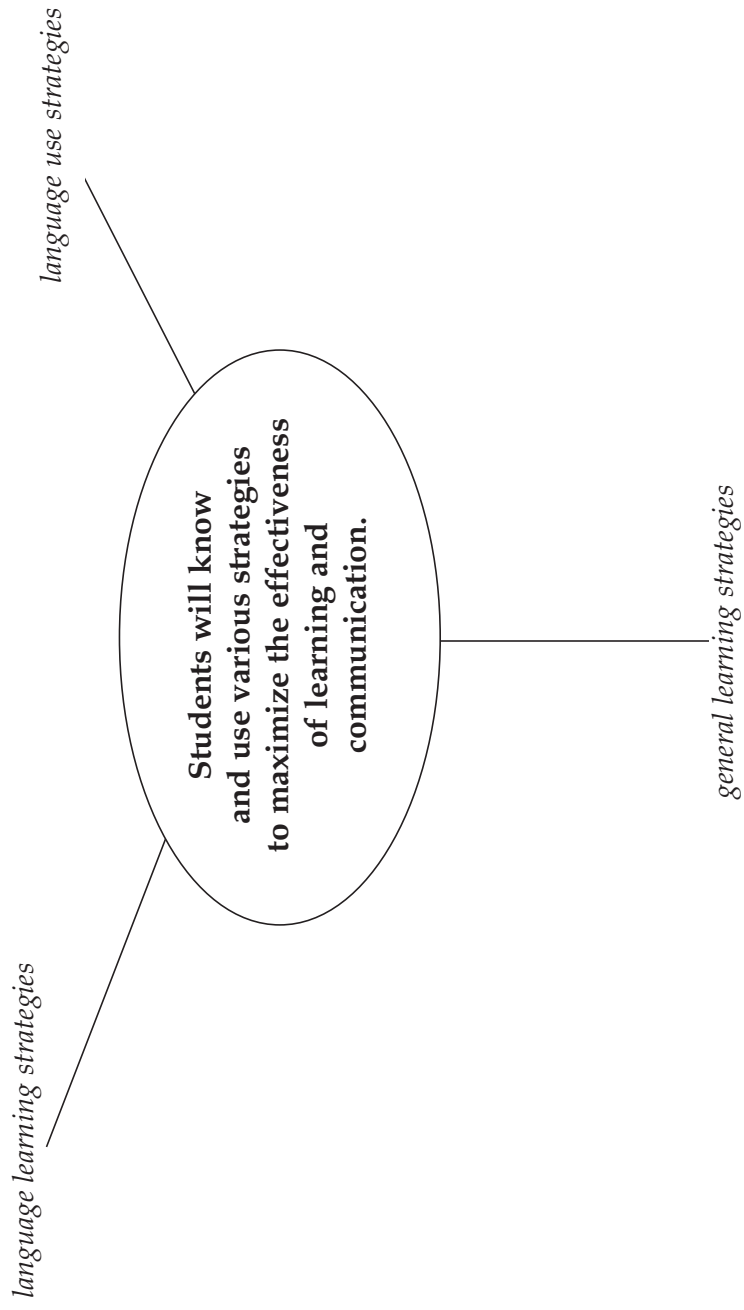
Strategies

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* ❖ identify and use a variety of cognitive strategies to enhance language learning (e.g., group together sets of things with similar characteristics, such as nouns ending in *–ung*)	➤ Have students play "Verb-Bingo" in order to understand patterns in reflexive and other verbs better. ➤ Divide students into two or three teams. Have each team stand in a line so that the first person is in front of the board. On the board, write all the pronoun subjects and a verb in the infinitive. Provide the first person in the line of each team with chalk or a marker. The first person in the line of each team runs to the board to conjugate the given verb with "*ich*," then runs back to his or her teammates and gives the marker to the next member on the team. This person runs to the board and conjugates the given verb with the subject "*du*." The game continues until the first team has completed the conjugation of the verb with all the subject pronouns. A point is awarded if the team correctly conjugates the verb.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students participate in games, look for evidence that they are able to • make connections between pictures and verb conjugations • listen actively to instructions • participate willingly and actively throughout the game Provide students with a test following the activity to confirm their understanding of the verb conjugation patterns. Give them unknown verbs that follow the same pattern to verify if students can apply the strategy. ➤ When students participate in a team verb conjugation game, look for evidence that students are able to • try conjugations individually first • solicit assistance from their teammates • identify mistakes • identify patterns in the verb conjugations ➤ Conference with students to review their ideas with them and to verify that they have an awareness of their strengths and weaknesses.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.1 language learning (continued) 4.1.2 *Metacognitive* ✤ identify and use a variety of metacognitive strategies to enhance language learning (e.g., reflect on learning tasks, identify own strengths and needs)	➤ Post a simple text at the front of the room. Have students work in teams. Students take turns going to the front and reading a portion of the text, then returning to their team and reciting what they have read. A different team member records what has been recited after each portion. At the end of the text, a reporter is chosen to read what was recited and recorded by the group. Then provide students with the original text from the front of the room and have them compare it with their versions. Afterwards, discuss with students the different methods they used to remember the text.
4.1.3 *Social/Affective* ✤ identify and use a variety of social and affective strategies to enhance language learning (e.g., work with others to solve problems, get feedback on tasks)	➤ At the beginning of the course or at the beginning of a unit, have students complete a survey asking them to identify some of their interests. This survey can be used to incorporate ideas and activities into the units planned throughout the course. ➤ Throughout a unit, have students write a learning log that identifies the activities they liked best during the unit, what they feel they learned, and what they feel they still need to work on. ➤ Before students prepare a poster about a given topic, have them brainstorm and prepare a web as a pre-writing activity.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Have students respond in a learning log to the following questions:

• What methods did you use to remember the text?

• What methods presented by other students would you try next time?

➤ Monitor students' logs throughout the year for evidence of the following:

• regular use of the log

• continuity (Do students work on things they have previously identified?)

• growth in the ability to reflect on their needs and interests

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.2 language use	
4.2.1 *Receptive*	
❖ identify and use a variety of reading and listening strategies to aid comprehension (e.g., make inferences based on prior knowledge and experiences)	➤ Instruct students to follow a procedure when they encounter unknown words: 1. Read sentences before and after the unknown word. 2. Find words or phrases that give clues to the meaning of the word. 3. Look at word parts (prefixes, suffixes, etc.). 4. Think about words that are similar. 5. Use a dictionary or glossary to verify meaning. 6. Create a mental or visual picture to retain meaning.
4.2.2 *Productive*	
❖ identify and use a variety of speaking and writing strategies (e.g., compensate for avoiding difficult structures by rephrasing)	➤ Provide students with a reading text. Have them underline all the unfamiliar words and phrases. Discuss them as a class. Then have students rewrite the passage in a simple form.
4.2.3 *Interactive*	
❖ identify and use a variety of interactive strategies (e.g., ask for confirmation that a form used is correct)	➤ Have students form teams or small groups. Provide each group with several words from themes studied. Ask a member of each team to describe the word. The other members of the team must guess what the word is, based on the description given. If the team guesses correctly, a point is awarded.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Provide students with a checklist to monitor the extent to which they use an established procedure when encountering new words.

➤ When students are rewriting the passages, look for evidence that they are able to

- use alternate vocabulary
- construct simpler sentences
- retain the original intent and message

➤ As students work in teams to describe words from themes studied, look for evidence that they are

- speaking German throughout activity
- encouraging other team members
- soliciting information from each other in a positive way

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.3 general learning 4.3.1 *Cognitive* ❖ identify and use a variety of cognitive strategies to enhance general learning (e.g., use mental images to remember new information)	➤ Provide students with language structures they are learning in German and language structures in English. Have students match the German structure with a corresponding structure in English. Then have students compare and contrast the structures in both languages. Finally, have students complete a text in German in which they must use the German structures studied in the matching activity.
4.3.2 *Metacognitive* ❖ identify and use a variety of metacognitive strategies to enhance general learning (e.g., make a plan about how to approach a task)	➤ Provide students with a list of activities related to themes studied. Have students choose the type of activity they wish to complete in order to encourage learning based on individual learning styles (e.g., for the vacations theme, students might choose from the following types of activities: song, travel brochure, travel poster, promotional videoclip). Provide students with a reflection questionnaire. Questions might include the following: • Why and how did I choose my activity? • What did I understand about the work I did? • How did I relate what I already know with new information? • How have my ideas changed? • What did I not understand? • What questions do I still have? • How can I find the answers to my questions?

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students work with language structures in English and in German, look for evidence they are able to • identify and compare patterns between the languages • use knowledge of two language structures in order to complete matching or fill-in-the-blank activities correctly ➤ Collect students' reflection questionnaires and look for evidence that students respond thoughtfully and with appropriate detail.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.3 general learning (continued) 4.3.1 *Social/Affective* ♣ identify and use a variety of social and affective strategies to enhance general learning (e.g., encourage themselves to try even though they might make mistakes)	➤ Provide students with a procedure to support them in the group decision-making process or the problem-solving process. A sample set of steps for such processes follows: • Define problem or task • Brainstorm • Clarify ideas • Confirm ideas • Elaborate ideas • Evaluate ideas • Organize information • Find solutions (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 5 – 430):

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

➤ Present students with a situation and have them work in groups, following the procedure discussed. Have students complete an evaluation after the activity in which they answer the following types of questions:

• Did your group follow the steps? Why or why not?

• Which activities were most useful? Less useful?

• How did this procedure help you to come to a decision or solve a problem?

N OTES

APPENDICES
GRADE 10

Appendix A

Wie wir in unserer Gruppe zusammenarbeiteten—Fassung A

Name _____ Datum _____

Gruppenmitglieder _____ _____ _____ _____

Denke darüber nach, wie deine Gruppe gearbeitet hat. Male das passende Kästchen aus.

In unserer Gruppe haben wir heute:

1. unsere Zeit gut ausgenutzt und uns gegenseitig geholfen, bei der Arbeit zu bleiben.

IMMER	MANCHMAL	SELTEN	NIE

2. aufeinander gehört.

IMMER	MANCHMAL	SELTEN	NIE

3. uns gegenseitig ermutigt.

IMMER	MANCHMAL	SELTEN	NIE

4. eigene Ideen und Meinungen beigesteuert.

IMMER	MANCHMAL	SELTEN	NIE

5. allen Gruppenmitgliedern geholfen, die Aufgabe zu verstehen.

IMMER	MANCHMAL	SELTEN	NIE

6. alle mitgearbeitet.

IMMER	MANCHMAL	SELTEN	NIE

7. uns gegenseitig geholfen, uns auf die Arbeit zu konzentrieren.

IMMER	MANCHMAL	SELTEN	NIE

Eine der Schwierigkeiten, die wir hatten, war:

_____

Um diese Schwierigkeit zu lösen, haben wir:

_____

Appendix B

Wie war unsere Gruppenarbeit?
Fassung A

Name _____   Datum _____

Gruppenmitglieder _____   _____   _____   _____

Kreuze ein Kästchen an.	*Ja*	*Nein*
Wir haben Ideen beigetragen.		
Wir haben Anderen zugehört.		
Wir haben Fragen gestellt.		
Wir haben Andere ermutigt.		
Wir haben höflich widersprochen.		
Wir sind beim Thema geblieben.		
Wir haben Gruppenziele gesetzt.		
Wir haben als eine Gruppe über unseren Fortschritt nachgedacht.		

Unsere Gruppe hat Folgendes gut gemacht:

•

•

•

•

Unsere Ziele für das nächste Mal sind:

•

•

•

•

Die Dinge, die wir tun müssen, um unser Ziel zu erreichen:

•

•

•

•

Die Hilfsmittel (wer und was), die wir brauchen, um unsere Ziele zu erreichen:

•

•

•

•

Appendix C
Beispiel von einem Forschungsplan

(Adapted from Linda Ross, as found in Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 8 – 184–185)

Name:_____   Datum: _____

Schritt 1—Vorbereitung: Ziel und Plan

Halte ein Brainstorming ab. Welche Ideen und Fragen hast du?

Thema: _____

Schreibe alles auf, was du schon über das Thema **weißt**.

Schreibe auf, was du über das Thema **wissen willst** oder was du glaubst wissen zu müssen.

Meine **Zuhöher**: _____

Mein **Ergebnis**: _____

Ich werde (✓) benutzen, um Notizen zu machen.

___ Schema   ___ "slim jims"
___ Tabellen   ___ grafische Organisatoren
___ WWL   ___ Internet

Schritt 2—Informiere dich über das Thema

Quellematerialien (✓)

__ Interviews	__ Videos	__ Experimente	__ Dokumentalfilme
__ Zeitungen	__ Umfragen	__ Biografien	__ Umfragen
__ Zeitschriften	__ Debatten	__ Lexikon	__ Artefakte
__ CD-ROM Kreationen	__ Zeichnungen/	__ Diagramme	__ Fotos
__ Tabellen	Illustrationen		__ andere

Stufe 2—Informiere dich über das Thema (…weiter)

Meine Quellematerialien sind:

(Autor, Titel, Erscheinungsdatum, Erscheinungsort, Verlagshaus)

_____

_____

_____

_____

_____

Beachte:

- die Genauigkeit, die Flüssigkeit, die Qualität, die Quantität, und die Zuverlässigkeit der Quellematerialien.
- Schätze die Quellematerialien ein.

Mache Notizen. Überprüfe die Notizen. Das Material soll aktuell, relevant und vollständig sein.

Schritt 3—Verarbeite die Information

Schreibe den Entwurf. Begründe (in Einzelheiten) deine Aussagen .

- Revidiere mit einem Farbstift:
  - ◆ Streiche die Information weg, die nicht relevant ist
  - ◆ Markiere, wo es Lücken in der Information gibt
  - ◆ erkläre Aussagen und Information
  - ◆ ordne Aussagen und Information
  - ◆ markiere, wo du das Interesse der Zuhörer erwecken und behalten willst

- Korrigiere mit einem anderen Farbstift:
  - ◆ Großbuchstaben- wo nötig
  - ◆ Rechtschreibung
  - ◆ Satzzeichen
  - ◆ verschiedene Arten von Sätzen
  - ◆ Übergangsworte/-sätze
  - ◆ Satzbau
  - ◆ Übereinstimmung von Subjekt/Verb
  - ◆ Gebrauch des Zielwortschatzes
  - ◆ angemessener Sprachgebrauch für den Zuhörer

Zuerst sollst du deinen Bericht selbst überarbeiten. Dann sollst du mit einem Mitschüler zusammen arbeiten, um deinen Bericht zu korrigieren. Endlich, sollst du deinen Bericht mit dem Lehrer redigieren

Schritt 4—die Präsentation der Information

Jetzt kannst du den Bericht mit deinen Zuhörer vorlegen.

Schritt 5—Bewerte dich selbst

Was hast du gelernt? Was hast du gut gemacht? Wie könntest du deine Präsentation verbessern?

Appendix D
Sample List of Text Forms

The following list is not intended to be prescriptive but is provided to suggest possibilities for expanding students' experience with different forms.

Print Texts
- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets, and leaflets
- Cartoons
- Catalogues
- Charts, diagrams, graphs
- Compositions
- Dictionaries and grammar items
- Drawings
- Encyclopaedia entries
- Fables
- Folk tales and legends
- Forms
- Graffiti
- Historical fiction
- Information texts
- Instructions and other "how to" texts
- Invitations
- Jokes
- Journals, diaries, and logs
- Labels and packaging
- Letters—business and personal
- Lists, notes, personal messages
- Maps
- Menus
- Mysteries
- Myths
- Newspaper and magazine articles
- Non-fiction chapter books
- Picture books
- Plays
- Poetry
- Programs
- Questionnaires
- Readers' theatre
- Recipes
- Reports and manuals
- Rhymes
- Riddles
- Scripts
- Short stories and novels
- Signs, notices, announcements
- Stories
- Symbols/logos
- Textbook articles
- Tickets, timetables, and schedules
- Travel log
- Word-play

Oral Texts
- Advertisements
- Announcements
- Ceremonies—religious and secular
- Debates
- Fables
- Formal and informal conversations
- Interviews
- Jokes
- Lectures
- Messages
- Mysteries
- Myths
- News reports
- Oral stories and histories
- Plays and other performances
- Reports and presentations
- Rhymes
- Riddles
- Role-play/skits
- Songs and hymns
- Speeches
- Telephone conversations
- Word-play

Visual Texts
- Drawings
- Illustrations
- Photographs
- Pictures
- Prints

Multimedia Texts
- Charts, diagrams, graphs
- Comic strips
- Computer and board games
- Computer software
- Dance
- Movies and films
- Murals
- News reports
- Puppet plays
- Slide/tape/CD and video/DVD presentations
- Symbols/logos
- Television programs
- Websites

NOTES