

# INTRODUCTION

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## Background

In 1999, the *Western Canadian Protocol for Collaboration in Basic Education: The Common Curriculum Framework for Bilingual Programming in International Languages (Kindergarten to Grade 12)* was developed through the co-operative efforts of the provinces of Alberta, Manitoba, and Saskatchewan. The intent of that document was to provide a common foundation and support for the development of language arts curricula for bilingual international language programs.

Subsequently, a draft *German Language Arts Program of Study (Kindergarten to Grade 12)* was developed for use in Edmonton Public Schools. That document was the basis for the development of this document, *Kindergarten to Senior 4 German Language Arts: Manitoba Curriculum Framework of Outcomes*, which has been developed collaboratively by Edmonton Public Schools, Manitoba Education and Youth, and River East-Transcona School Division. This document provides General and Specific Learning Outcomes.

## Effective Bilingual Learning Environments

Effective bilingual learning environments are those where

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk-taking and choice
- diversity in learning styles is accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the specific international language is emphasized
- quality multimedia, print, and other resources are available and applied in a supportive, meaningful, and purposeful manner

## Rationale

### **German bilingual programming contributes to personal development.**

German bilingual programming establishes an environment in which both English and German languages are used and needed constantly for purposes of communication, personal satisfaction, and learning. Students have numerous opportunities to learn and use language in meaningful, purposeful ways to meet their needs, interests, and abilities.

Effective language acquisition occurs through the integrated delivery of subject-area content, language instruction, and cultural information, while fostering in students a positive attitude toward self and others. The German language is used to explore ideas and experiences to construct meaning and to communicate understanding.

**German language learning is a lifelong endeavor.**

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates throughout a learner's stages of growth. It develops gradually. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts and with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding. Errors are an integral part of the language learning process. By learning, experimenting with, and applying new language structures and vocabulary to their repertoire, and using them in a variety of contexts, students develop and refine language proficiency.

**German bilingual language learning fosters cross-language competence.**

Most children develop a strong repertoire of language skills in their first language in preschool years. Many of these skills are transferable to the new language learning context that German bilingual programming provides. Similarly, in acquiring a new language, students develop new language learning skills that can then be used in their first language. The continuous, concurrent development of first and second language skills, or skills in additional languages, is fostered in German bilingual programming. Opportunities for linguistic knowledge and skill development in both languages are maximized.

**German bilingual language learning enhances all communication skills.**

The development of communication skills is essential in effective bilingual programming. The six skill areas of listening, speaking, reading, writing, viewing, and representing contribute to the development of effective communication. These skills are interrelated and interdependent; facility in one strengthens and

supports the others. Proficiency in these language skills involves the development of comprehension and language production. The *Curriculum Framework* is designed to promote the development of language skills for a wide range of purposes in a wide range of contexts at increasing levels of fluency.

**German bilingual language learning develops through the communicative approach.**

The communicative approach in second language instruction emphasizes the importance of understanding and communicating a message. In the German bilingual program, students require support as they strive to express and understand thoughts, ideas, and feelings in two languages. The accuracy of language, oral or written, although important for precision of communication, initially plays a role that is secondary to communicating the message and using correct form.

**German bilingual language learning promotes the acquisition of learning strategies.**

The acquisition of the German language in bilingual programming is supported by providing students with explicit instruction in language learning strategies, language use strategies, and general learning strategies. The general language component of the *Curriculum Framework* provides a variety of learning outcomes at all levels to promote the acquisition of these strategies.

**German bilingual programming promotes intra- and inter-cultural awareness.**

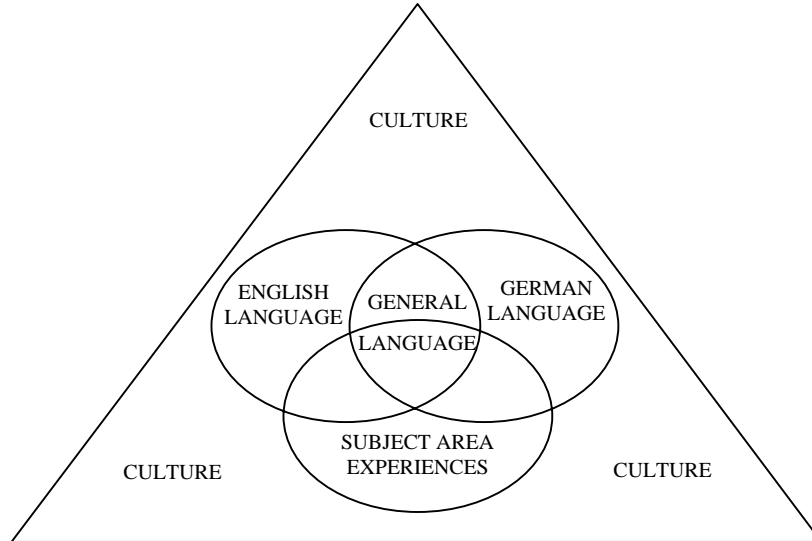
Language and culture are intensely intertwined. Language is a primary means by which cultural information is transmitted; culture influences linguistic form and content. Students in German bilingual programming bring to their programs a wide range of cultural backgrounds and experiences. The *Curriculum Framework* provides opportunities and support for students to explore their own cultural backgrounds, experiences, and identities, as well as those of members of the school community, the local community, and other communities of the world. The Culture section of the *Curriculum Framework* examines the dynamic nature of culture through the various perspectives of history, diversity, and change. It also provides opportunities for the exploration of similarities and differences among and within world cultures.

## German bilingual programming develops global citizenship skills.

Effective participation in the global marketplace, workplace, and society requires strong communication skills, interpersonal and team skills, and strong knowledge and understanding of cultures. German bilingual programming provides a rich environment for the development of essential knowledge, skills, and attitudes that promote the development of effective global citizens and enhance the economic and career potential of the student. The *Curriculum Framework* has been developed to support the intellectual, social, emotional, creative, linguistic, and cultural development of students in German bilingual programs.

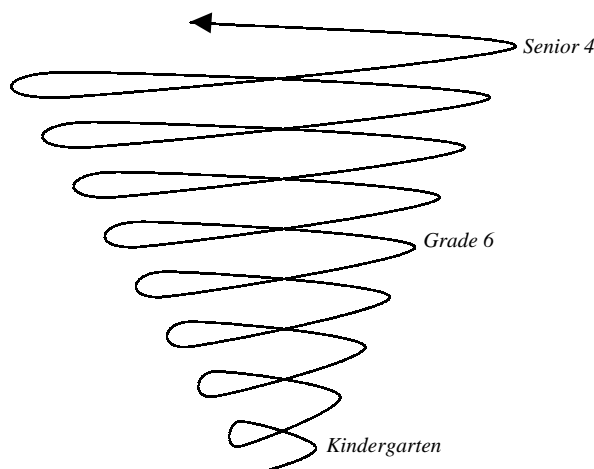
### Conceptual Map

The *Curriculum Framework* reflects the breadth of German bilingual programming by providing learning outcomes for learning language and culture. However, German bilingual programming as a whole includes many other learning experiences of which language and culture are only a part. It also includes English language arts and language learning through different subject area experiences. The conceptual map below illustrates the relationship among these components.



## A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications, experience with more text forms, contexts, and so on. For a sample list of text forms, see pages 126 to 128). The spiral also represents how language learning activities are best structured. Particular areas of experience, learning strategies, or language functions, for example, are revisited at different points in the grade level sequence, but from a different perspective, in broader contexts, or at a slightly higher level of proficiency each time. Learning is extended, reinforced, and broadened every time a point is revisited.



The levels presented are designed to represent the progression of knowledge, skills, and attitudes expected of students who have had no prior exposure to German upon entry into Kindergarten. However, students with prior exposure to German can be challenged within the *Curriculum Framework*.

The *Curriculum Framework* provides a progression of Specific Learning Outcomes from Kindergarten to Senior 4. Most often, the levels reflect a progression of development intended to match the developmental stages of the students. The Specific Learning Outcomes for each grade reflect the knowledge, skills, and attitudes that students are expected to achieve by the end of each grade. Students are expected to demonstrate the Specific Learning Outcomes for the current grade and build upon their prior knowledge and skills from previous grades.

The General and Specific Learning Outcomes established in this document are intended to be delivered in an integrated manner, throughout an entire curricular and extracurricular program. The achievement of the learning outcomes in the bilingual program is not necessarily the sole responsibility of the German language teacher. Learning outcomes may be achieved through a variety of programming experiences, including those in subject areas delivered in English.

## ***Curriculum Framework*** **Overview**

For ease of use, the *Curriculum Framework* is divided into two major sections:

- Language Arts
- Culture

It is important that the sections be implemented in an integrated manner.

## **Language Arts**

The Language Arts section of the *Curriculum Framework* is intended to reflect an integrated, interdependent approach to language learning within a bilingual programming context. Language Arts in a German bilingual context encompasses an English Language Component, a General Language Component, and a Specific Language Component.

The General Language Component in the *Curriculum Framework* directly parallels the Western Canadian Protocol English language arts framework. The General Learning Outcomes are the same as those of the *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12, 1998*, but the Specific Learning Outcomes have been adapted and refined for delivery in German. In this manner, both English language instruction and German language instruction support the development of common language knowledge, skills, and attitudes.

The Specific Language Component provides the detailed linguistic elements of the German language. As well, it includes sociocultural conventions, strategic learning sections, and descriptors of proficiency levels for each grade.

The Specific Language Component outlines the linguistic elements that students will need to be able to use the German language; the General Language Component provides the context and purpose for using the language and outlines the knowledge, skills, and attitudes that students are to develop. The two components should be developed concurrently, so that the language being learned is the language that students will need and be able to apply.

## **Culture**

The Culture section fosters the development of essential knowledge, skills, and attitudes related to self, German language and cultures, the community, and the world. “German cultures” refers to the cultures of German-speaking peoples.

## **General Learning Outcomes**

The General Learning Outcomes are broad statements that form the basis of the *Curriculum Framework*. Each General Learning Outcome outlines the key learnings that each section of the *Curriculum Framework* is designed to support. The General Learning Outcomes describe the common goals that all students in the Kindergarten to Senior 4 learning sequence are expected to achieve.

German programming is designed to promote all-round personal development by fostering social, emotional, moral, intellectual, and creative growth. To support this growth and development, the *Curriculum Framework* is built upon the following seven General Learning Outcomes:

### **Language Arts: General Language Component**

1. Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.
2. Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.
3. Students will listen, speak, read, write, view, and represent in German to manage ideas and information.
4. Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.
5. Students will listen, speak, read, write, view, and represent in German to celebrate and build community.

### **Language Arts: Specific Language Component**

6. Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

### **Culture**

7. Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Each General Learning Outcome includes Specific Learning Outcomes that students are to achieve by the end of each grade level. Specific Learning Outcomes are grouped under headings within each of the seven General Learning Outcomes.



## **Guide to Using this Document**

The General and Specific Language Outcomes, as well as Culture Outcomes are organized by *clusters* or groupings identified at the top of the page. These *clusters* are broken down into separate *strands* identified in the left margin. Grade-specific descriptions are provided for each Specific Learning Outcome at each grade level. A specific strand supporting a General Learning Outcome is developed over four consecutive pages, according to the main grade divisions K – 3, 4 – 6, 7 – Senior 1, and Senior 2 – Senior 4.

It is strongly recommended that, when considering a Specific Learning Outcome in this document, teachers consult the Specific Learning Outcomes in the grade levels prior to and following the given outcome, for a clearer understanding as to context and intended developmental sequence. Similarly, any given Specific Learning Outcome must be understood with reference to the strand and General Learning Outcome categories.

Please see the following page for examples of how to understand the structure of this document.

# Sample Page

## General Learning Outcome 4

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

cluster heading  
for Specific  
Learning Outcomes

### 4.1 *Generate and Focus*

#### Grade 7

#### Grade 8

#### Senior 1

*By the end of each grade, students will be able to:*

	Grade 7	Grade 8	Senior 1
Generate	1. experiment with various ways to generate ideas and focus a topic	1. consider form and audience when generating ideas and focusing a topic	1. use a variety of techniques to generate and select ideas for oral, written, and visual texts
Choose Forms	2. select and compose, using specific forms that serve various audiences and purposes	2. compose, using specific forms to match content, audience, and purpose	2. compose, using specific forms to match content, audience, and purpose
Organize Ideas	3. identify and use appropriate organizational patterns in own oral, written, and visual texts	3. identify and use a variety of organizational patterns in own oral, written, and visual texts; compose effective introductions and conclusions	3. identify and use a variety of organizational patterns in own oral, written, and visual texts; use effective transitions

read each page vertically for learning outcomes expected by the end of each grade

strand headings for Specific Learning Outcomes

Specific Learning Outcome statements for each grade

read each page horizontally for developmental flow of learning outcomes from grade to grade