



Chapter 3

Planning

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Introduction

Planning models require careful consideration of the curriculum they are intended to support. Effective planning ensures that all elements are consistent with the general and specific outcomes of the curriculum framework.

Curriculum Framework

→ For more information...

Chapter 3:
Understanding the
German Language
Arts Outcomes

The curriculum framework prescribes what students are expected to learn and be able to do at each grade level. It is the **primary reference** for teachers as they approach planning.

Teachers determine what should be taught to accomplish the general and specific outcomes in the curriculum framework and continually refer to the program outcomes during the planning process. The Specific Learning Outcomes Chart in Appendix A provides a summary of all program outcomes and is useful for planning and tracking outcome coverage throughout the year. A description of the general learning outcomes is included later in this chapter in the “Understanding the German Language Arts Outcomes” section.

Alignment

Many school districts are approaching instructional improvement through planning processes that emphasize the need to align learning outcomes with assessment practices. This alignment helps teachers articulate what students should be able to learn, know and do. Alignment encourages teachers to focus first on the learning outcomes and clearly communicate learning expectations to support and measure student achievement. Alignment can also provide a focus for a teacher's professional development plan that centres on curriculum and instruction.

Planning Considerations

Using the Foundation for Implementation

Grade 4 to Grade 6 German Language Arts: A Foundation for Implementation is designed to assist teachers as they plan for and implement *Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes*. The teaching and learning activities, assessment strategies, unit plans, and lesson plans presented in this guide are **suggestions only**. They are provided to stimulate ideas and to help teachers envision and plan an effective German classroom program.

The Grade Level Samples in Chapter 9 include teaching and learning activities and assessment strategies for each specific outcome from Grade 4 to Grade 6. These are samples only, providing teachers with possibilities to consider as they plan and implement the program.

Considerations for Effective Implementation

German language arts education should strive to provide an intensive language learning environment, stressing high academic achievement and enriched cultural experiences that maximize student opportunities for learning.

Effective learning environments are those in which:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning preferences and needs are 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 language studied is emphasized
- quality literary, media, print, human, and other resources are available and applied in a supportive, meaningful and purposeful manner

Instructional Time

The instructional time spent in the specific international language varies from province to province and, sometimes, from program to program. *The Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12* presupposes that the following portions of the instructional day are allocated to instruction in the international language:

Kindergarten to Grade 6:	50%
Grade 7 to Grade 9:	30%
Grade 10 to Grade 12:	20%

When planning for instructional time in the German bilingual program, administrators and teachers should carefully consider the impact of time scheduling on the linguistic development of the students. It is strongly recommended that, whenever possible, the portion of the day allocated to instruction in the German language be uninterrupted by English instructional time. It is crucial to block German instructional time to maintain a strong linguistic environment.

Class Groupings

In some situations, students from two grades may have to be combined into one German bilingual class. As well, many classrooms will contain students at the same grade level with varying proficiency levels. By organizing the classroom activities around a task or a content-related project, students of different ages and different levels of ability can be accommodated in a single classroom. Although all students will be working on similar tasks or projects, expectations will be different for each grade or subgroup. Careful planning from year to year and across grade levels will ensure that students experience a variety of learning activities on a broad range of topics.

German Program Collaboration

Successful bilingual programming is dependent on the support of all the partners in education. It is critical to have the active involvement of:

- school administration and staff
- parents of the students enrolled
- members of the community at large, particularly those who speak German
- German-Canadian community institutions and resource centres
- German-Canadian cultural, educational, and historic sites

German bilingual programs depend heavily on collaboration among stakeholders. Students, parents, and parental organizations, teachers, school administrators, central administration, ministries of education, community members, members of German-speaking communities, post-secondary institutions, German cultural institutions, and other stakeholders all play crucial roles in supporting German bilingual programs. Teachers should ensure that opportunities for collaboration are maximized.

In some regions, German language education consortia can serve to facilitate ongoing communication and collaboration between groups and provide the support needed to ensure excellence in German bilingual programs.

Materials

Students should work with all kinds of authentic audio, video, print, and media resources, including documents and texts designed for German speakers as well as materials prepared for second language learners. These resources should also be appropriate for the age, developmental levels, and linguistic levels of the students.

Tips for Choosing Appropriate Instructional Materials

1. Materials should be flexible enough to accommodate the diversity found in schools and should address a variety of learning preferences, interests, abilities, attention spans, and backgrounds.
2. Materials should reinforce positive aspects of the students' self-images.
3. Materials should be relevant to students' interests.

Planning for Professional Development

Teaching in the German language arts program demands a broad range of knowledge and skills, both in the German language and in second language pedagogy. Teachers should continue to engage in professional development to maintain or improve their proficiency in the German language and to continuously improve their teaching skills.

German language arts teachers will benefit from professional development opportunities to speak the language, to increase understanding of German culture and to build their understanding of second language teaching methodologies. In addition, teachers will benefit from professional development that focuses on:

- responding to diversity in the classroom and using multilevel groupings
- cooperative learning and student-centered learning
- multimedia and computer-assisted learning
- resource-based language learning

Student Motivation

When students value their learning, believe they can succeed and feel in control of the learning process, they develop motivation and a desire to learn. Teachers can foster students' motivation to learn by:

- instilling in each student a belief that he or she can learn
- making students aware that they can learn by using a variety of learning strategies
- helping students become aware of their own learning processes and teaching them strategies for monitoring these processes
- assigning tasks and materials of appropriate difficulty and making sure that students receive the necessary instruction, modelling, and guided practice to be successful

- communicating assessment processes clearly so that students understand the criteria by which progress and achievement are measured
- helping students set realistic goals to enhance their learning
- helping students celebrate their own and their classmates' learning progress and achievements within the school community and the broader community
- ensuring that instruction is embedded in meaningful learning events and experiences
- modelling personal enjoyment of German language learning and communicating the value of learning another language for success in the world beyond the classroom
- involving students in the selection of themes, topics, resources and activities around which learning experiences will take place
- creating inclusive, risk-free classroom communities where curiosity is fostered and active involvement in the learning process is valued and shared
- providing uninterrupted time for sustained engagement with appropriate German print and nonprint resources
- providing collaborative learning experiences that enable students to exchange ideas and perspectives, develop a sense of purpose, and build a sense of community
- using contextualized vocabulary presentations and visuals such as pictured vocabulary, videos and charts
- emphasizing the development of understanding rather than the decontextualized memorization of vocabulary lists and grammar rules
- scaffolding complex tasks to facilitate learning of abstract concepts

Prior Knowledge

Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes assumes that students will have limited or no previous knowledge of the German language upon entry. In situations where the majority of students do have previous knowledge of the German language, schools may offer an accelerated program or may assess students and plan courses to suit students' individual needs. In all cases, students' language levels should be assessed and programs adapted, when necessary, to meet individual language learning needs. Students who already have a second language, particularly one that is related to the German language, will often learn additional languages more quickly and more easily than those beginning their study of a second language.

Student and Parent Awareness

Students and parents need to be aware of learning outcomes and how they are assessed or evaluated. When students and parents understand learning outcomes and learning outcome assessment or evaluation criteria, they are encouraged to participate in the learning process.

Language of Instruction

German language should dominate the classroom interaction, whether the teachers or students are speaking. Learners will sometimes use their first language, especially in the early stages of learning, but will favour the German language as they gain more skill and knowledge. There may be some situations where a few minutes of class time in English will be used for reflection on the learning process or for the development of cultural understanding and skills.

Choice of Topics and Tasks



For more information...

Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes, p.125

The choice of learning topics and tasks should be guided by the needs, interests and daily experiences of the students and by the subject-area content under study in the German language. In *Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes*, three domains—the personal, the public, and the educational—are suggested as possible organizers to guide the choice of tasks. The topics listed are not mandatory, but are intended to encourage teachers to provide a broad range of language learning experiences at every level.

Opportunities for German Language Use and Real-life Applications

Frequent and intensive use of the German language for meaningful purposes is crucial to the development of students' language abilities. Students in the German bilingual program have ample opportunities to use German throughout the school day for communication and for learning. It is very important that students use German for a variety of purposes, including communication with other speakers of German both within and outside of the classroom context. Pen pals, e-pals, guest speakers, family and community members can all provide opportunities for students to engage in meaningful communication using German. A variety of media can be used to provide authentic and meaningful opportunities for language use for students in the German bilingual program.

Students will be more successful German language learners if they have opportunities to use the language for authentic and meaningful communication in a broad range of contexts. In addition, the curriculum supports and encourages the real-life application of German language learning through meaningful contact with fluent speakers of the German language and authentic texts.

Teachers can make use of other authentic materials, electronic communications, and multimedia resources to support language learning. They can also facilitate student participation in exchanges (local, national, or international), language camps, weekend immersion experiences, field trips, or longer excursions. Schools or communities can be twinned, pen pals arranged, and visitors invited into the school.

Knowing the Students

➔ **For more information...**

Chapters 4, 5, 6, and 7

Teachers should identify student needs, background knowledge and experience. They should select learning activities that are appropriate for the age and interests of the students and that complement the areas of experience outlined in the curriculum framework. Instructional plans can be differentiated to meet the needs of all students in the class. Planning is continual and is informed by needs that become evident through classroom assessment.

Diversity of Needs

➔ **For more information...**

Chapters 5, 6, and 7

All classes consist of students with a variety of needs. Some students may have special education needs, while others may be gifted and require greater challenges. Some students may speak English as an additional language and require EAL-specific support and accommodations. It is therefore important to always consider the diverse needs of students when planning a language arts program.

Plan for Strategic Learning

➔ **For more information...**

Curriculum Framework pp. 129-134

Plan for students to learn and independently select and use cognitive, metacognitive and social/affective strategies. Strategies for Language Learning, Language Use and General Learning are explicitly taught to students. As students become more aware of how to use strategies to enhance their learning, they will be able to choose strategies that work most effectively for them.

Identify Instructional Strategies

➔ **For more information...**

Chapter 4

To achieve the selected outcomes and best meet the needs of students, plan to address specific instructional strategies. Choose a style of planning that suits your needs: thematic, task- or project-based or a combination. Ensure that the activities fit with the selected teaching strategies and the specific outcomes targeted.

Identify Assessment Tools

➔ **For more information...**

Chapter 8

A variety of assessment tools ranging from informal observation to formal tests are planned for individual teaching and learning activities, for report card periods and for teaching units, projects, and portfolios. All assessment tools focus on active involvement of the student in the process, determining if outcomes have been achieved, and on how such assessment information can be used to optimize student learning.

➔ **For blackline masters...**

German Language Arts Kindergarten to Senior 4 (Grade 12): A Teacher's Resource of Templates and Blackline Masters

The Physical Environment

A German language arts classroom's design and contents should be able to accommodate a variety of language learning activities. A permanent location is preferred, whether it is a special language room shared by several teachers or the German language arts teacher's own classroom. This will provide learners with a sense of stability and familiarity. It reduces the German language arts teacher's preparation time, as all materials can be displayed in the classroom as necessary and stored in one location. It also eliminates the inconvenience of transporting instructional materials.

Some important elements in establishing a rich environment for learning language and culture are:

- examples of meaningful and authentic environmental print, such as maps, advertisements, labels, brochures, posters and signs in German, displayed around the classroom
- a reading centre or classroom library with a variety of reading materials in German, such as books, magazines, newspapers, comics, maps and a computer with Internet access
- a writing area equipped with tools for writing, such as paper, pens, art supplies and computers
- a listening or oral centre equipped with recording equipment, audio recordings, read-along storybook sets, a computer with a microphone and Internet access
- a viewing area, which could include access to satellite television for viewing television programs from Germany, a DVD player for viewing DVDs in German or a computer for using multimedia applications

Understanding the German Language Arts Outcomes

➔ For more information ...

Chapter 9:
Grade Level
Samples

For more information on the German language arts outcomes, the Grade Level Samples in Chapter 9 identify the prescribed general and specific outcomes by grade from Grade 4 to Grade 6 that have been set out in *Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes*. In addition, Chapter 9 provides suggestions for instruction, assessment and the selection of materials and learning resources to assist educators as they work with students to achieve the prescribed learning outcomes.

The Seven General Outcomes

General Outcome 1

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

Exploratory language enables students to organize and give meaning to experiences. It enables students to share thoughts, ideas, and experiences, and to express and acknowledge emotions. Exploratory language is the foundation of German literacy learning. Students require many opportunities to listen actively

and to speak with others. Students may also clarify their thinking through drawing, mapping, sketching, role-playing, and writing. They learn to appreciate and incorporate the thoughts of others, and to express ideas and opinions with confidence. Describing and questioning observations, experiences, and feelings and interacting with texts extends self-understanding and personal knowledge.

As students progress, they become increasingly competent at using exploratory language in all six areas of the language arts. They use exploratory talk, representations and writing to enhance their comprehension. Students connect prior knowledge with new information and experiment with ways to organize and manage information. They use it to analyze, evaluate, and respond to various kinds of texts, and they use it in collaboration with others to contribute to the learning community of the classroom.

Exploratory language experiences provide opportunities for students to develop intellectually, socially, and emotionally. Teachers facilitate students' abilities to explore thoughts, ideas, feelings, and experiences when they:

- provide opportunities for students to engage in exploratory German language in environments that encourage risk taking and an appreciation of diverse ideas
- value students' preferences and experimentation in expression
- provide a German language-rich environment with access to books, media texts such as films and audio recordings, pictures, artifacts, and a wide range of German language experiences
- teach students a wide range of forms of expression appropriate to their learning styles and developmental levels
- teach students a wide variety of interaction skills and strategies that contribute to purposeful exchanges of ideas, thoughts, and feelings
- help students develop a sense of ownership in their German language learning by guiding students through the processes of goal-setting, self-monitoring, self-reflecting, and celebrating German language arts progress and achievements
- provide regular opportunities for reading and writing real texts in German for real purposes

General Outcome 2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Comprehending and responding are both acts of constructing meaning. Listeners, viewers, and readers make meaning by interacting with a text and constructing their personal understanding of the information or ideas presented by the author. Students engage in speaking, writing, or representing to compose or construct meaning in an effort to communicate or to express themselves.

Students learn to use a variety of comprehension strategies before, during, and after interacting with oral, literary, and media texts. They access prior knowledge, preview, ask questions, make predictions, and set purposes. While interacting with texts, students make and confirm predictions and inferences, and monitor their understanding. They respond by reflecting, creating, analyzing, synthesizing, and

evaluating. Effective literacy learners are able to apply a wide range of strategies in a flexible way as they construct meaning and develop creative and critical thinking skills.

Comprehension is a complex and dynamic process of constructing meaning that must be learned and practised in meaningful literacy contexts. Students must become familiar and comfortable with processes that allow them to construct meaning using the various cueing systems available in oral, literary, and media texts. Students benefit from explicit strategy instruction and practice in using a wide variety of texts. This is essential for enabling students to achieve fluency and develop a repertoire of active comprehension strategies.

Students need many opportunities to respond personally and critically and to make connections to text. Students learn to recognize and use text structures and features, and develop an understanding of genres and forms. In exploring the world of children's literature, students learn to appreciate the beauty and artistry of text. It is important to expose students to German and German-Canadian literature for young people and to provide opportunities for students to respond to literature by crafting their own texts.

Teachers facilitate students' abilities to comprehend and respond personally and critically when they:

- provide a literature-rich environment with a variety of oral, print and other media texts
- assist students in making connections between texts and self, and model and encourage both personal and critical responses
- select appropriate and engaging instructional materials and help students select materials at appropriate levels
- assist students in developing an understanding that listening, viewing and reading are active and dynamic processes that require attention, engagement and flexible use of strategies
- provide instruction and opportunities to use semantic, syntactic, graphophonic and pragmatic cueing systems associated with reading, listening and viewing text in authentic German language learning experiences
- provide formal and informal interactions with peers that include the sharing of responses and exchanges about issues encountered in oral, literary or media texts
- encourage students to develop personal preferences for a variety of genres, storytellers, writers, illustrators, filmmakers and other artists
- allow students to choose the materials and encourage ownership of the comprehension and response processes through reflection and goal setting
- support students in expanding their choices of materials and learning experiences and encourage them to comprehend and respond by setting goals and reflecting on their literacy development process
- ensure students have a balance of narrative, poetic, dramatic and expository (informational) texts for personal and critical response and inquiry
- create a caring and inclusive classroom community that encourages risk taking, values responses and appreciates the efforts of others

General Outcome 3

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

Managing ideas and information is important in the home, school, and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills, and strategies effectively to manage, organize, and evaluate the increasing amount of information available.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning. The inquiry process embodies the attitudes of questioning, searching, and problem solving and is cyclical and recursive in nature. Students learn to activate prior knowledge, ask questions, define directions for inquiry, and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions, and discover additional areas for inquiry.

Students enhance their ability to manage ideas and information by encouraging, supporting, and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their goals. After interacting with a variety of text forms and genres, students learn to comprehend, interpret, analyze, and communicate with others. They gradually learn to consider factors such as author, purpose, audience, and source. Technology also enhances students' opportunities to access, create, and communicate ideas and information.

Teachers facilitate students' abilities to manage ideas and information when they:

- assist students in developing questions and plans for research and inquiry
- guide students to develop realistic project proposals, timelines, and deadlines
- provide opportunities and instruction to access prior knowledge, use exploratory language to develop a topic, focus an inquiry, and explore relationships among content, purpose, audience, and form
- initiate curriculum-related inquiry and topics and encourage students to pursue areas of personal interest related to topics
- model and provide opportunities for practice in reflection and self-questioning when identifying inquiry needs and sources
- model and provide opportunities to practise making, using, and revising inquiry plans
- model and provide instruction in note taking and other skills and strategies for gathering and recording information and in using specific sources effectively
- encourage students to share inquiry findings and insights with peers
- provide opportunities for students to obtain direction and feedback throughout the inquiry process
- provide guidelines and instruction for presenting inquiry findings to others
- guide and encourage reflection on the inquiry process and on developing new questions and setting goals for subsequent inquiries

General Outcome 4

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

In school and in daily life, students are expected to communicate ideas and information using well-organized, clear, and increasingly more precise language. They use artistic language to compose, to express who they are and what they feel, and to share their experiences and stories with others in a variety of oral, literary, and media texts. Speaking, writing and representing are all ways of constructing meaning when communicating with others. Composing or authoring, whether for oral, written, or visual text, requires students to focus on clarity, artistry, and the use of conventions.

In the initial stages of the composition process, students may use exploratory language to develop ideas and focus thinking. Initial drafts are revised several times as students work toward clarity and artistry. Revising is followed by editing, where grammar, spelling, and punctuation are re-examined for improvement and refinement. Feedback and conferencing are essential throughout the entire composition process. Sharing work and celebrating progress are integral to the composition process in a community of learners. Students gradually develop clarity and artistry in the various functions of literacy, including the instructional, regulatory, interactional, personal, heuristic (“tell me why?”), imaginative, informal, diversionary, and perpetuating functions of literacy in authentic contexts.

Teachers facilitate students’ abilities to enhance the clarity and artistry of communication when they:

- provide frequent and varied opportunities for students to engage in authentic composition tasks
- have students compose texts in a variety of forms for a variety of purposes and audiences
- provide explicit instruction on the processes necessary for exploring, planning, drafting, revising, editing, presenting, sharing and publishing
- provide mini-lessons on the conventions of spelling, grammar, and punctuation as required based on students’ communication needs
- encourage students to focus on audience needs and interests when planning and composing
- provide opportunities for students to practise effective communication by sharing and presenting their compositions to different audiences
- model and provide instruction on aspects of audience behaviour, including respectful and critical listening
- encourage peer and self-assessment and goal setting throughout the composition process
- encourage students to reflect on their composition processes
- encourage students to collect favourite works as models and references to inspire future work

General Outcome 5

Students will listen, speak, read, write, view, and represent in German to celebrate and build community.

Students use language to build community within the home, school, and society in which they live. In a multicultural country such as Canada, students need to value different ideas and show respect for diverse languages, cultures, customs, and beliefs.

Students learn cooperation and collaboration skills by discussing in groups, building on others' ideas, and planning and working together to meet common goals and to strengthen classroom and school communities. They learn to use language to offer assistance and to participate in and enrich their school life. In these ways, students share perspectives and ideas, develop understanding and feelings of belonging, and demonstrate respect for diversity. Students also learn to value the importance of effective teamwork.

Students learn that language is important for celebrating events of personal, local, provincial, national, and global significance. Through their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight in both their own and others' contributions. Students need opportunities to reflect on, appraise and celebrate their progress and achievements as valued members of an inclusive classroom learning community.

Teachers facilitate students' abilities to celebrate and build community when they:

- provide opportunities for students to share ideas, take risks, plan, organize and work collaboratively and cooperatively
- value students' unique contributions to classroom life
- provide explicit instruction in group process skills
- provide modelling and practice in assuming roles and sharing responsibilities as group members
- provide opportunities for goal setting, constructive and specific feedback, and reflection regarding group processes
- provide opportunities for describing, discussing, and composing ideas and experiences individually and in groups
- provide authentic German language learning experiences that explore students' cultural representations in oral, literary, and media texts
- celebrate students' progress and success, using appropriate language and forms to honour accomplishments in and beyond the classroom
- respect students' background languages, dialects, and cultures
- foster a sense of caring, belonging, and responsibility within an inclusive classroom community of learners

General Outcome 6

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

Students must acquire the linguistic elements of the German language to successfully use language for communication, personal satisfaction, and learning. They need to develop an awareness of and competence with using the elements of the German language: the sound-symbol system, lexicon, grammatical structures, mechanical features, and discourse elements. Students also need to develop their understanding of linguistic elements and be able to put these elements together in meaningful ways. Students develop, over time and through continuous and meaningful use of and exposure to the language, growing sociocultural awareness and competence, such as the appropriate use of nonverbal communication, social conventions, and vocal register.

As students experience learning a second language, they develop independently and with guidance a range of strategies for learning and using the language, and for learning in general. The strategies that students choose and that can be effective depend on the task as well as on other factors, such as the student's 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.

General Outcome 7

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

Within the German language arts program, emphasis is placed on the development of a positive self-concept, a strong self-identity as a bilingual or multicultural learner, and a positive identification with German language and its cultures. Students are provided with opportunities to explore German cultures from the perspectives of historical elements, contemporary elements, diversity, and change. The development of a sense of community, an understanding of similarities and differences among people, cultural sensitivity, and appreciation for personal contributions to society are fostered. Students are supported in their understanding of global interrelatedness and interdependence. They are encouraged and supported in their preparation for effective participation in the global marketplace and workplace.

Integrating Outcomes

Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes assumes that the general and specific outcomes will be delivered in an integrated manner, even though the curriculum document itself is divided into numbered sections. Although *Grade 4 to Grade 6 German Language Arts: A Foundation for Implementation* treats each specific outcome separately, this is only to provide suggestions specific to each learning outcome. Effective German language arts classroom learning experiences typically integrate many learning outcomes.

Creating a Context for Using Specific Outcomes

The specific outcomes listed in the grade level samples are not intended to be taught strictly in the order they are presented. Teachers are encouraged to select specific outcomes, both within a general outcome and across all seven general outcomes, and to organize these specific outcomes into logical sequences for instructional activities. German language arts instruction and assessment should always occur within meaningful literacy contexts. Teachers develop authentic instruction and assessment focused on specific outcomes while developing themes, inquiries, genre studies, projects, and other learning experiences.

Using Outcomes and Strategies Recursively

Many aspects of language arts need to be revisited repeatedly through the use of a variety of materials and strategies. Questioning, for example, can be used repeatedly in many different contexts. Outcomes can be introduced using one strategy, and then revisited and extended, using different strategies or different topics, until students have achieved the particular outcomes.

Planning Approaches

Two of the most effective planning approaches for language learning are the thematic approach and the task- or project-based approach. Either of these approaches (or a combination of the two) can be applied to the development of the year, unit, or lesson plans for the German language arts program.

Thematic Approach

Thematic approaches focus on a specific topic or central idea as the basis for the unit or the lesson plan. The theme chosen serves as the organizer for the instructional activities. Themes need to be big ideas that can provide a framework for exploring and applying new skills and concepts.

Thematic planning can be helpful to teachers of multi-age and combined class groupings. When teachers plan for a wide range of abilities, thematic teaching creates a shared experience that all students can use to build knowledge, skills, and attitudes and to experience success at their own level within a collaborative whole-class environment.

Task- or Project-Based Approach

A task- or project-based approach to learning is designed to have students develop language competence and communicative skills by actively engaging in using the language with purpose. The teacher uses tasks and projects to create situations in which students must use the language for a definite purpose. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning, purpose, and context to all language activities.

The task provides an organizational framework for specific outcomes to be achieved. All content, activities, and evaluation in the unit grow out of the task.

The choice of tasks can be based on the interests of students while covering as broad a range of experience as possible. Each task should be flexible enough to allow for some differentiation so students with different levels of proficiency, interests, and backgrounds can work together and learn from one another.

Effective tasks and projects:

- provide opportunities to address a variety of specific outcomes
- match the interests of the students
- focus students on meaning and purpose
- maximize language use and provide opportunities for language practice
- allow for flexible approaches and solutions
- are challenging, but not threatening
- promote sharing of information and expertise
- involve students in assessing/evaluating the product and the process
- provide opportunities for students to discuss and reflect upon communication (metacommunication) and learning (metacognition)
- provide for monitoring and feedback

Year Plans

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Appendix C:
Year Plan

A course or program plan typically encompasses a school year. It can be focused on one subject or integrate multiple subjects. A year plan supports instructional goals and outcomes across an entire program of studies and provides opportunities to plan for implementation in a school or district setting as well as for an individual classroom.

A year plan can consist of multiple units, organized coherently across the school year. Year plans should address all outcomes in the curriculum framework in a meaningful and appropriate sequence that is determined by essential learnings and the learning needs of students. A year plan does not necessarily have to follow the sequence of outcomes in the curriculum framework. A year plan can be constructed and represented in a teacher resource by using a curriculum mapping process that includes:

- a sequence of outcomes and essential learnings that indicates when they will be taught
- how outcomes will be grouped or clustered to create units
- expectations of student learning
- instructional activities that support student learning

There are a number of formats for developing a year plan. Generally, it should be one or two pages that clearly and concisely outline topics and skills on a timeline. Year plans should also address integrated units of instruction and combined grade teaching.

Unit Plans

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Appendix C:
Unit Plan Overview,
Unit Plan A,
Unit Plan B,
Unit Plan C

Unit plans provide a sequence of instruction that usually takes place over a number of weeks. Unit plans provide a clear and coherent structure that addresses outcomes, assessment and instructional activities, and allows for choice and different learning needs.

Unit plans are more detailed outlines of the broad pieces of learning that make up a year plan. Teachers need to know their students and use professional judgement and creativity to develop a unit plan that is focused, meaningful, and relevant. In a unit plan, teachers specify what needs to be in place for the unit to be a successful learning experience (e.g., teachers consider resources, allocate time, prepare information, identify vocabulary, identify instructional strategies, decide on provisions for students with special education needs, and include home, school, and community connections). Teachers start with the end in mind, and build in a range of assessment activities throughout the unit. When possible, teachers collaborate with colleagues to develop and share units. Teachers also plan ways to extend learning for students who demonstrate higher level skills and to support those who need additional guided practice or reinforcement.

To assess the instructional effectiveness of a unit of study, Politano and Paquin (2000) suggest that teachers ask themselves:

- “What am I doing that is working well?
- What do I want to reconsider or stop doing?
- What do I want to do more of?” (p. 128)

Developing a Unit Plan

There are three basic decisions involved in unit planning that should be made by considering the curriculum and the classroom.

	WHAT I WILL USE	PLANNING TASKS
What are students expected to learn?	Curriculum framework outcomes	Identify the desired results
What evidence will I accept of that learning?	Achievement goals, indicators, exemplars	Determine acceptable evidence
How will I design instruction for effective learning by all students?	Teaching and learning strategies, resources	Plan learning experiences and instruction

Developing a Unit Plan: Adapted with permission from Patricia Shields-Ramsay and Doug Ramsay, *Purposeful Planning Guidebook* (Edmonton, AB: InPraxis Learning Systems, 2006), pp. 4, 5, 12–13, 16.

A planning technique that is especially useful in unit planning is clustering. Clustering is a process that can be used to group outcomes around the essential learnings of the curriculum framework. Clusters use common concepts, ideas, and processes to group similar or related outcomes together. Clusters can be used to create groups of outcomes that students should attain at the completion of a learning sequence in a unit. They can be a first step in establishing a learning sequence for the unit.

Clusters can also help identify the essential learnings and essential questions. Each cluster can represent an enduring or overarching understanding—or a cluster of essential learning statements and questions. Enduring and overarching understandings go beyond facts and skills to focus on larger concepts, principles, or processes.

An effective unit plan is a meaningful sequence of learning opportunities that starts with learning outcomes, clustered together in contexts that are aligned with essential learnings, assessment approaches, resources and teaching and learning strategies. This alignment is critical to a purposeful planning process.

Questions can also provide a meaningful context that encourages the development of critical thinking and inquiry-based skills. Questions can provide a focus for assessment when built around essential learnings and criteria for the students' demonstration of learning. General questions can provide an overarching focus for the entire unit, while specific questions can help students uncover the essential learning and guide the sequence of the unit.

The differences between general unit questions and specific unit questions

General unit questions provide a context for meaningful learning and the development of deep understandings. General unit questions are ongoing and, in one form or another, often recur throughout life.

Specific unit questions, on the other hand, can help students explore general unit questions. They can focus on building vocabulary, developing understanding of the terms and concepts within a general question, and guiding research.

Specific unit questions can:

- be written to “uncover” the general questions of the unit
- guide the inquiry of the unit
- be sequenced to provide the “flow” of the unit

For example, specific unit questions such as the following could support the general unit question, “How do patterns, inconsistencies, and misunderstandings inform our understandings?”:

- How is our information collected and represented?
- How do patterns and connections in information help solve problems?
- How can misunderstandings be uncovered?

➔ **For more information...**

Appendix C:
Instructional
Planning Guide

When developing a unit plan, teachers should consider the specific needs of their students and select strategies and specific learning activities designed to achieve several learning outcomes.

Unit planning using a thematic approach or a task- or project-based approach to second language learning begins with a theme, topic, task or project. The language content grows out of the theme, topic, task or project and the resources used.

Tips for Developing a Unit Plan

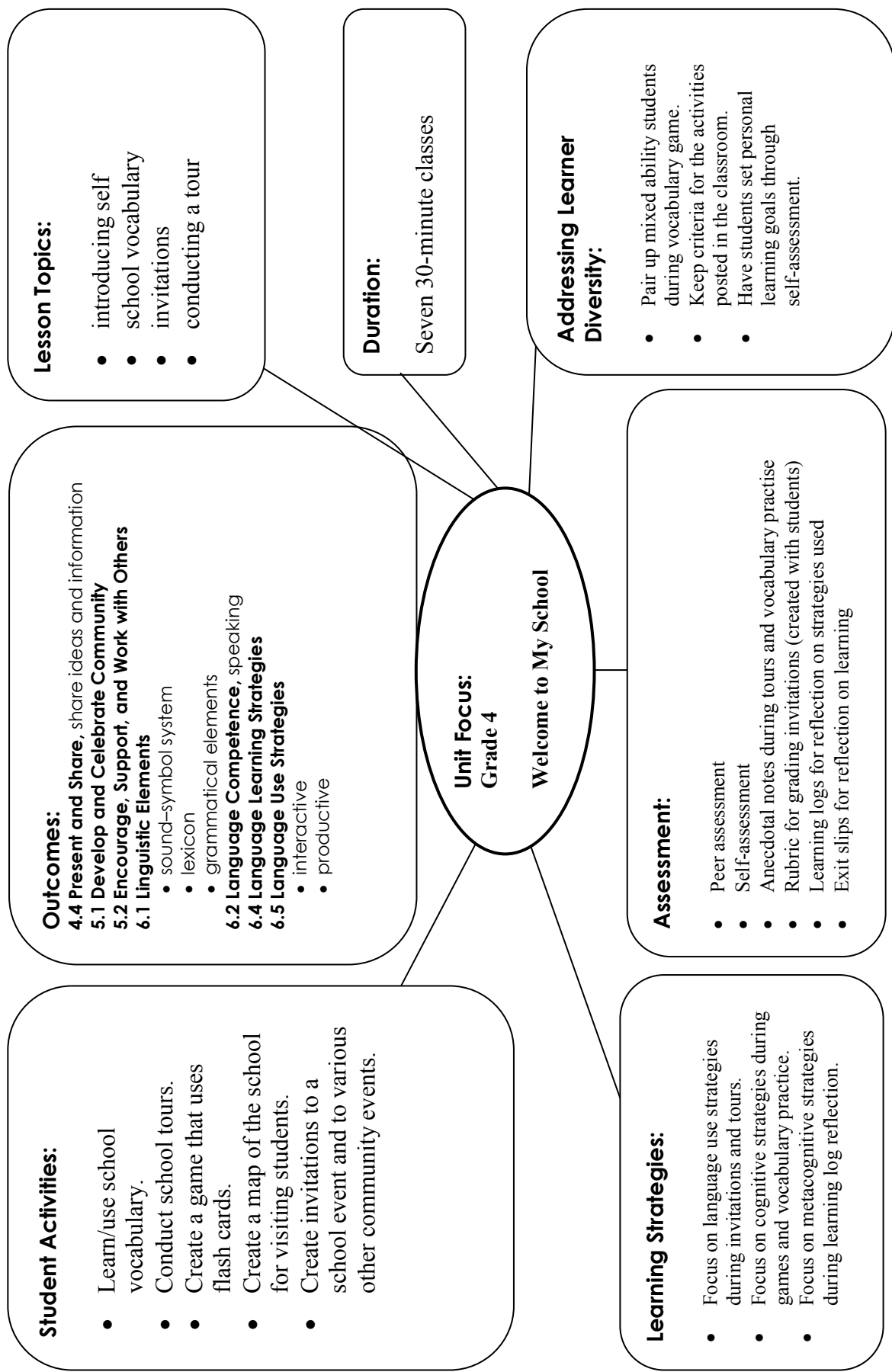
1. Choose a theme, topic, task, or project that is of interest to the students, offers possibilities for developing the students' communicative competence in German, and allows for some general learning as well. Students can participate in this step of the planning process.
2. Determine the specific outcomes that could be met, keeping in mind all general outcomes.
3. Analyze the task or project to determine what the students will need to know and learn to carry it out. Think about the product the students will produce, but also about the process they will go through in producing the product (e.g., working in groups, doing research, interviewing people). Consider language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge, and so on.
4. Think about aspects of the unit that could be adapted to accommodate the needs, interests and aptitudes of different students. Be prepared to be as flexible as possible without compromising the objectives of the unit.
5. Look for resources that will be useful to students. Resources should be attractive and rich in visual supports, such as charts, pictures, and diagrams.
6. Outline a series of steps directly related to the unit task or project to help the students learn and practise the language they will need to carry out that task.
7. Plan student assessment and evaluation. Integrate assessment throughout the unit.
8. At the end of the unit, invite students to reflect on what they learned, the strategies they used, and how their attitudes may have changed. This step is important for developing metacognitive strategies and independent learning.

Unit Planning Checklist

Have I ...

- selected the specific outcomes I wish to focus on in this unit?
- provided a rationale for the unit?
- planned for appropriate assessment *for* learning and assessment *of* learning techniques?
- considered individual student needs, interests, and abilities?
- considered the relevance of this unit to students' lives outside school, their language and learning experiences in other subjects, and their continued language development?
- identified the historical and contemporary elements of culture relevant to the global citizenship content of the unit?
- selected interesting, useful, and varied resources to support the unit?
- included a variety of instructional strategies, language experiences, and activities?
- provided opportunities for students to listen, speak, read, write, view, and represent in different contexts?
- allowed for flexibility and adaptation of the plan in response to student needs?
- provided opportunities for student input and collaborative decision making?
- considered possible unit extensions and applications?

Sample Unit Plan



Lesson Plans

→ For a blank template...

Appendix C:
Instructional
Planning Guide,
Lesson Plan A,
Lesson Plan B

While unit plans define the broad details of instruction and student learning within a given context, lesson plans outline how to teach a particular concept. Lessons often include the whole class and provide a basis from which other lessons can evolve. Follow-up lessons could include individual sessions with students who have specific needs, small groups focusing on specific skill development, or large discussion groups. Lesson plans should address:

- information about students' prior experience, understandings, and needs
- clustered curriculum outcomes
- assessment criteria
- instructional activities
- resources
- time and materials

Consider the following questions when planning a lesson:

- What is the purpose or curriculum outcome of the lesson?
- What teaching and learning strategies will be most effective?
- What will students be doing? When? Where?
- What specific skills do students need to develop or improve to be successful?
- What resources will be most appropriate for various groups in the class?
- How much differentiation is feasible and appropriate?
- How will the success of the lesson be evaluated?
- How does this lesson connect to other curriculum areas or units of study?
- How does this lesson connect to home and the community?

Lesson Planning Checklist

Does my lesson plan ...

- identify and address specific learning outcomes?
- ensure student awareness of learning outcomes?
- involve students in learning activities with meaningful contexts, integrating outcomes from the seven general outcomes?
- include outcome-based assessment criteria to be shared with students before any assessed learning activity begins?
- engage students in using assessment information to improve their learning?
- maximize student use of German through meaningful student-to-student communication?
- include differentiated instructional strategies to meet the needs of all learners?
- ensure student awareness of, and engagement in, strategic learning; i.e., students identify thinking and learning strategies that work best for them, set goals for strategy use and work to achieve those goals?
- provide opportunities for revision?

The following is a sample lesson plan that addresses multiple learning outcomes from the curriculum framework.

Sample Lesson Plan

Lesson Title: Greetings – Welcome to My School

Date and Class: January 10, 2012, Class 4B

Outcomes Addressed:

- 6.1 Linguistic Elements, sound–symbol system
- 6.1 Linguistic Elements, lexicon
- 6.2 Language Competence, speaking
- 6.5 Language Use Strategies, interactive
- 6.5 Language Use Strategies, productive

Possible Student Learning Strategies: interpret and use a variety of nonverbal cues to communicate; ask for confirmation that a form used is correct; use words that are visible in the immediate environment

Materials Required:

Video recording and viewing equipment (for students who are gifted)

Teaching and Learning Activities:

With students, brainstorm various verbal and nonverbal greeting and farewell expressions (e.g., *Hallo! Guten Morgen! Guten Tag! Aufwiedersehen! Tschüß!* smiling, waving, shaking hands/extending a hug).

Students circulate and greet one another in German. Encourage students to remember nonverbal expressions as well.

After a few minutes, ask students to offer their names and ask their partner's name. *Hallo! Ich heiße Anna. Wie heißt du?*

Once students have had sufficient time to practise these two activities, consider allowing different student groups to present their conversations to class. Extend this activity to include farewells.

Differentiation of Instruction:

Encourage students with special education needs to refer to the expressions on the word wall during their conversations.

Have students who are gifted create a mini video that shows the greetings of various people in different situations.

Opportunity for Assessment:

Use an outcome-based checklist to determine if students have attained the specific outcomes in General Outcome 6 during the conversations.