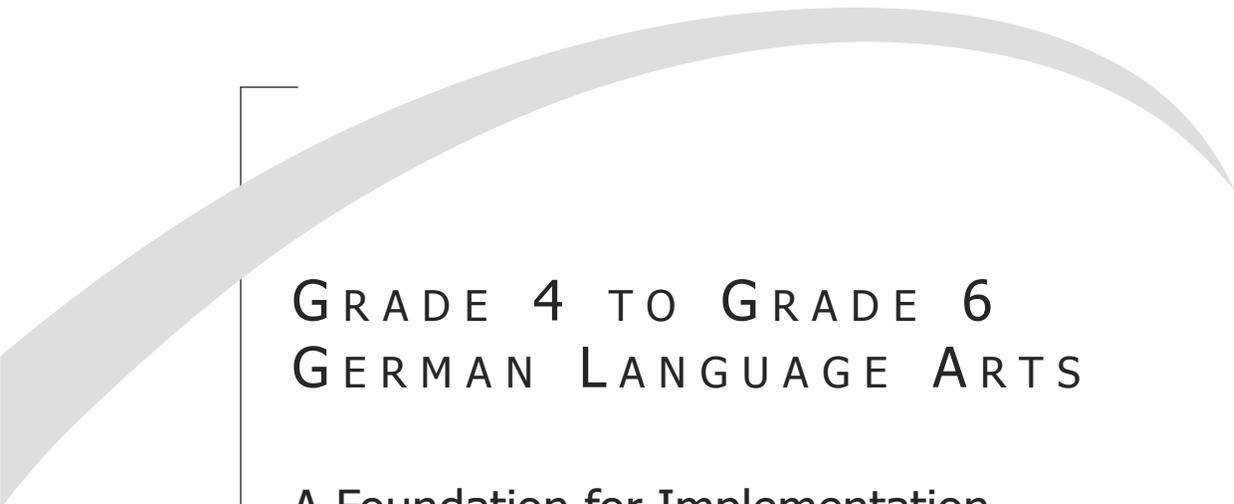


Grade 4 to Grade 6 German Language Arts

A Foundation for Implementation



GRADE 4 TO GRADE 6
GERMAN LANGUAGE ARTS

A Foundation for Implementation

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Chapter 1

Introduction

Chapter Summary

Benefits of Second Language Learning
Purpose of This Guide
Understanding the Learner
Learning the German Language
Multiple Intelligences and Second Language Learning
Brain Research and Second Language Learning
Bloom's Taxonomy

Benefits of Second Language Learning

In North America, the 1990s was a decade of renewed interest in language learning. There is a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is a greater understanding of the academic and cognitive benefits of learning other languages. The last decade has seen an emerging global interest in international languages and second language education. This has led researchers, policymakers, educators, employers, parents, and the media to re-examine the advantages of learning additional languages.

Increased research on brain development has focused attention on learning processes and developmental issues. Some of this research has analyzed the effects of language acquisition on the brain. The results of these studies have generated interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial. A summary of the many benefits of learning a second language follows.

Benefits of Second Language Learning: Adapted from Kathleen M. Marcos, "Second Language Learning: Everyone Can Benefit," *The ERIC Review* 6, 1 (Fall 1998), pp. 2, 3.

A Means of Communication

German is one of the top 20 languages spoken in the World. Approximately 100 million people speak German throughout the world. German is the official language of Germany, where it is spoken by approximately 75 million people, and of Austria, where it is has 7.5 million speakers. It is one of the official languages of Liechtenstein, Belgium, Switzerland, Luxembourg, and Italy. It is used as a local official language in German-speaking regions of Belgium, Italy, Denmark, and Poland. It is also spoken in Namibia, a former German colony in Africa, in several Eastern European countries, and in the Americas. In the U.S., the Amish and some Mennonites speak a dialect of German. Ethnologists estimates that there are 28,000,000 second-language speakers of German worldwide. It is one of the twenty official languages of the European Union.

Immigrants from Germany or of German-speaking origins have played an important part in shaping our nation and province. This trend is still true today. In 2006, 1620 immigrants or approximately 16 percent of immigrants arrived in Manitoba from Germany, making it the second top source country for immigrants to Manitoba.

Learning German therefore opens many doors for communicating with others around the world.

Personal Benefits

An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people and read more literature, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of the human experience by fostering an appreciation for the customs and achievements of people beyond their own communities. In many cases, the learning of a second language can strengthen the personal connection to the language and culture of one's own heritage. Knowledge of a second language can also give people a competitive advantage in the work force by opening up additional job opportunities (Villano 1996).

For many people, there is something inherently enjoyable about successfully communicating in another language. Learning a new language can be an intensely challenging and rewarding experience.

Cognitive Benefits

Some researchers suggest that students who receive second language instruction are more creative and better at solving complex problems than those who do not (Bamford and Mizokawa 1991). Other studies suggest that bilingual individuals outperform similar monolinguals on both verbal and nonverbal tests of intelligence, which raises the question of whether ability in more than one language enables individuals to achieve greater intellectual flexibility (Bruck, Lambert, and Tucker 1974; Hakuta 1986; Weatherford 1986).

Academic Benefits

Parents and educators sometimes express concern that learning a second language will have a detrimental effect on students' reading and verbal abilities in English; however, several studies suggest the opposite. Knowing a second language, according to the latest research on reading, can help children comprehend written languages faster and possibly learn to read more easily, provided that they are exposed to stories and literature in both languages (Bialystok 1997). By age four, bilingual children have progressed more than monolingual children in understanding the symbolic function of written language. By five, they are more advanced than those who have learned only one writing system.

The positive effects of bilingualism were also documented in an American study analyzing achievement test data of students who had participated five years or more in immersion-type international language programs in Fairfax County, Virginia. The study concluded that students scored as well as, or better than, all comparison groups and continued to be high academic achievers throughout their school years (Thomas, Collier, and Abbott 1993). Numerous other studies have also shown a positive relationship between foreign language study and achievement in English language arts (Barik and Swain 1975, Genesee 1987, Swain 1981).

Societal Benefits

Bilingualism and multilingualism have many benefits for society. Manitobans who are fluent in more than one language can enhance Manitoba's and Canada's economic competitiveness abroad, maintain Manitoba's and Canada's political interests, and work to promote an understanding of cultural diversity within the nation. For example, international trade specialists, overseas media correspondents, diplomats, airline employees, and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, health care providers, customer service representatives, and law enforcement personnel also serve their communities more effectively when they can communicate with people of diverse languages and cultures. Developing students' language abilities will improve the effectiveness of the workforce and strengthen communities for years to come.

Purpose of This Guide

This guide to implementation is intended to support the Grades 4 to 6 portion of *Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes*. It was developed primarily for teachers, yet includes information that may be useful for administrators and other stakeholders in their efforts to plan for and implement the new German language arts curriculum framework.

Familiarity with the curriculum framework is essential to teachers as they plan and implement language courses in their classrooms. The framework provides a brief discussion of the value of learning a second language and lays out learning outcomes for each grade level. It defines what students are expected to achieve and, hence, what teachers are expected to teach. To obtain the current version of the curriculum framework, visit the Manitoba Education website at www.edu.gov.mb.ca/k12/cur/languages/german/framework.

This foundation for implementation will assist educators as they:

- develop further understanding of the curriculum framework
- plan for meeting the needs of diverse learners
- plan for the use of technology in the delivery of the new program
- communicate with stakeholders, such as parents and community members
- plan for instruction and assessment that support student achievement of the learning outcomes
- monitor student progress in achieving the learning outcomes
- select learning resources to support their own professional development
- select student learning resources to enhance instruction and assessment

Understanding the Learner

The Nature of Grades 4 to 6 Learners

Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes is a student-centred curriculum designed to support the language learning of students in the German bilingual program in Manitoba. The unique characteristics and needs of these students formed the basis for curriculum development.

The term **bilingual programming** is used to describe a partial immersion program where English and a second language are both languages of instruction. In bilingual programming, language arts is taught either in English or German. Cultural knowledge, skills, and attitudes are often taught using an integrated approach.

Teachers of German language arts need to view their students in a holistic manner, and keep in mind that these learners can also be viewed from a variety of perspectives. Foremost, students in this program need to be considered as **learners** with many of the same developmental characteristics, abilities, and individual needs as mainstream students. Furthermore, students must be considered as **second language learners**, necessitating a close examination of the unique needs, characteristics, and influences that affect their language learning. Students should also be considered as **learners of the German language**. Finally, teachers, parents, administrators, community members, and others need to be aware of the fact that these learners are **learning German in a Western Canadian context**.

Early and Middle Years Learners

Language and literacy development begins with a child's earliest experiences with language. The development of listening, speaking, reading, writing, viewing, and representing skills is an interrelated process. Early and Middle Years learners actively engage in acquiring language and constructing their own understandings of how oral and written language works. Language learning in Early and Middle Years is fostered through experience in meaningful contexts. Social interaction is also a vital part of students' social, emotional, intellectual, and linguistic development.

In the Early Years, there is a dramatic growth in students' listening, speaking, reading and writing vocabulary. In the first language (usually English), most students move rapidly along a literacy continuum from emergent literacy to independence in reading, writing, viewing, and representing. An increased vocabulary and a growing ability to consider other points of view greatly improve students' oral and written communication skills.

Students need to feel accepted and confident that they will be supported by others in their risk taking, learning and growing. Self-concept plays an important role in students' learning and in their willingness to try challenging tasks. In the Early Years, learners are eager to make sense of the world and are developmentally ready to explore, take risks, construct things and take things apart. They are also acquiring attitudes toward learning that they will carry with them throughout their school years and beyond.

Language and literacy learning at the Grades 4 to 6 level requires a unique classroom culture and climate that is different from those required for older students. These students are distinguished by special intellectual, moral, physical, emotional, psychological, and social characteristics that shape the way they learn. The methods, contexts, resources, and supports chosen by teachers should be influenced by the needs, characteristics, and interests of the students, and so the teachers' styles, attitudes, and pacing may vary from classroom to classroom.

The Second Language Learner

The German bilingual program in Manitoba meets the needs of a wide range of learners. Currently, most students enter these programs at Kindergarten or Grade 1 with little or no previous exposure to the German language. Most of these students speak English as a first language within an English language majority environment; however, students also enter this program with a variety of language skills and experiences. For example, some students enter this program with some German language experience, while others enter with a strong proficiency in German or other related languages. Occasionally, students will enter this program with little or no English language proficiency. Therefore, a diverse range of student language abilities exists in German language arts classrooms.

The Kindergarten to Grade 12 German Language Arts program was developed with the assumption that the majority of students entering the program at the Kindergarten or Grade 1 level would have little or no previous exposure to the German language. Therefore, the majority of students must be considered second language learners. This requires that when planning and delivering instructions, teachers need to consider the unique needs, characteristics, and influences that affect their students as second language learners.

Second language learning is influenced by many factors that can be broadly categorized into three main areas:

Outside Influences

These include social, economic, and political influences. For example, the importance placed by the family and the community on the language being learned, as well as the availability of opportunities to use the language meaningfully outside the classroom, are both factors that can affect the acquisition of a second language.

Classroom Factors

Important classroom-based factors that affect second language learning include instructional organization, such as the amount of time spent conversing in the second language, the quality of the language input, and class size. Teaching styles, methodologies, and approaches are also key classroom factors.

Personal Characteristics

Personal characteristics include individual differences that can affect the rate and quality of an individual's second language acquisition. Elements such as previous knowledge and experiences with the first language, German, or other languages can have significant impacts on a student's future learning of a new language. Contributing factors include personal characteristics such as the age at which the student began learning the second language, the student's aptitude for learning languages, as well as the student's motivation, attitude toward learning the language, and learning preferences. Other personality variables, such as anxiety levels, self-esteem, self-concept, and social skills, have also been thought to influence second language acquisition.

Factors that Influence Multilingual Development

There are a number of individual factors that affect students and their capacity to learn an additional language. These factors are beyond the control of the teacher or school, but they are important to consider as they help explain why students acquire language at different rates. Tracey Tokuhama-Espinosa (2001) identifies 10 key factors that affect individual learners. The following are nine of the factors that are most relevant for language learners in elementary school settings:

Aptitude

Every student is born with an inherent aptitude for different kinds of learning. While teachers cannot influence how much aptitude a student has, they can use the other eight factors to optimize whatever aptitude exists.

Timing

There is a window of opportunity in a person's life when second language learning is facilitated by various factors. Research has shown that the preschool years and the period up to approximately age 12 are particularly important in children's linguistic development. The debate over whether it is better to begin second language learning at an early age or to wait until students are more mature has not been resolved. Some evidence supports starting second language learning early, as there are differences in the brain processes between learning a second language as a young learner and learning the language as an older learner. Students who begin learning at an earlier age also would have a greater exposure to the language over time.

Motivation

Students' readiness to learn another language is partially dependent on their motivation and on internal and external factors, such as how they feel about the language being learned and the attitude of other significant persons (e.g., parents and peers). Positive experiences with, and positive perceptions of, the second language serve to increase motivation.

Planning

In her research, Tokuhama-Espinosa found that families that had a well-developed plan to provide good language learning opportunities were more successful in developing bilingual language skills. In a school setting, it is equally important that an effective instructional plan is in place to implement a language arts program.

Consistency

Second language students exposed to language learning opportunities in a consistent and continuous fashion are most successful. In schools, it is important to schedule language arts programs in a way that provides for well-sequenced and consistent language learning opportunities.

Opportunity

A student may have great motivation, but without the opportunity to practise a second language in meaningful situations, he or she never becomes truly proficient. It is important that sufficient time be allocated for language arts programs during the school day. Students and parents can supplement and enhance classroom language learning by seeking out or building opportunities for language learning in the home and in the community, as well as by participating in related extracurricular activities.

Linguistic Relationship among Languages

The target language and those that the students are already fluent in may share a common historical root. If the student's first language shares roots with the second language, the second language is easier to learn due to similarities in grammar, vocabulary, and sound systems, which ease the transfer of their first language skills. Teacher awareness of the linguistic diversity present in the classroom enables more effective responses to learner needs and assists in assessing student learning.

Gender

There is evidence that women and men use different parts of the brain when engaged in language learning. When planning learning activities, teachers need to consider gender differences and ensure that a variety of instructional approaches are used to address diverse student characteristics.

Hand Use

Most people have their main language area of the brain in the left frontal and parietal lobes, but, inexplicably, 30 percent of those who write with their left hand and 5 percent of those who write with their right hand may actually have language spread out over a greater area. This is not to say that these individuals are better at second language learning than others, but rather that they may favour different teaching methods.

Ensuring Student Awareness and Use of Strategies

→ For more information ...

Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes

Successful language learners use a number of cognitive, metacognitive and social/affective strategies that help make their learning more effective. Communication and language use strategies are important to the development of communicative competence and are clearly laid out in *Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes*.

Many students benefit from explicit classroom instruction regarding language learning and language use strategies. Once students are aware of the various strategies and have practised them, they can select the most effective ones for a particular task. By using strategies they have selected, students see the link between their own actions and their learning and become more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that people learn by integrating new information or experiences into what they already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the students' areas of experience. For example, if students are involved and interested in a particular sport, a task can be chosen that links with this interest. The learning activities will build on the students' knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students come to their language learning experiences with unique sets of prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that provide choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

Transferring First Language Knowledge

Students come to their language arts classes with large bodies of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages to their learning of a new language. They may also transfer language learning and language use strategies from one language context to another. Initially, the first language may also be a source of interference as students try to apply generalizations valid for their dominant language to the language they are learning. Students benefit from an awareness of both similarities and differences between their first language and the language being learned (e.g., similarities and differences related to the sound system, grammar structures, vocabulary, and discourse features).

Understanding the Culture

Intercultural competence is an essential element of any language-learning endeavour. Knowledge of the target culture must take into account that cultures evolve over time and minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand for themselves, and relate to any culture they come in contact with, they will be prepared for encounters with cultural practices that have not been dealt with in class.

Learning the German Language

There are significant differences between the English language and the German language, and educators and parents should be aware of the challenges faced when learning German.

In terms of grammar, German has a complex morphology. All nouns have one of three genders: masculine, feminine, or neuter. There is little logic that governs the gender of a plant, an insect, an inanimate object, or an abstract noun.

German, like Latin, is an inflected language. This means that nouns, adjectives, and pronouns must have case endings to indicate their function (subject, object, or indirect object) in a sentence. English is not an inflected language; therefore, students require considerable time and practice to acquire grammatical understanding in **modelled**, **structured**, and **unstructured** situations.

In German, verbs are conjugated to denote person, number, voice, tense, and mood. This is more complex than in English; therefore, more attention will need to be devoted to teaching and practising German conjugation patterns.

Multiple Intelligences and Second Language Learning

Harvard psychologist Howard Gardner (1983, 1998) has spent many years analyzing the human brain and its impact on education, including language learning. According to his research, an individual possesses multiple intelligences, but these intelligences are developed to different degrees.

Gardner's Types of Intelligence

Linguistic Intelligence: The ability to read, write, and communicate with words.

Logical-mathematical Intelligence: The ability to reason and calculate.

Visual-spatial Intelligence: The ability to master position in space. This intelligence is used by architects, painters, and pilots.

Kinesthetic Intelligence: The physical intelligence used by dancers and athletes.

Musical Intelligence: The musical ability highly developed by composers and top musicians.

Interpersonal Intelligence: The ability to relate to others, used by salespeople and psychologists.

Intrapersonal Intelligence: The ability to know one's inner feelings, wants, and needs.

Natural Intelligence: The ability to learn by exploring nature.

The Implications of Multiple Intelligence Theory on Second Language Teaching

- **Learning is experiential:** Students learn by engaging in real hands-on activities and tasks.
- **Learning uses all senses:** Teachers can reinforce learning with pictures and sounds, and students can learn by touching, tasting, and smelling (Dryden and Rose 1995).
- **Learning should be fun:** The more fun it is to learn a language, the more one will want to continue. Learning while playing is an effective way to learn as it creates emotional attachments, and emotion is a door to learning (Jensen 1994, Dryden and Vos 1997, Dryden and Rose 1995).
- **Learning is best in a relaxed but challenging environment.**
- **Learning is enhanced through music and rhythm:** Often one can remember the songs learned in early childhood because lyrics combined with music are easier to learn (Lozanov 1978, Campbell 1997, Brewer and Campbell 1998).
- **Learning is enhanced through action:** While traditionally students were encouraged to sit all day long, we now know that students learn more when they move as they learn. Teachers can use learning strategies that include physical interaction and can encourage students to dance and move to the rhythm when learning a language (Gardner 1983, Doman 1984, Dryden and Vos 1997).
- **Learning is enhanced by engaging with others:** Having students practise a language by talking to each other socially (e.g., over a meal) is a great way to learn (Gardner 1983, Dryden and Vos 1997).

Gardner's Multiple Intelligences

| Intelligence | Students learn best by: | Teacher's Planning Questions | Learning Activities |
|--|---|--|---|
| Linguistic  | verbalizing, hearing, and seeing words | How can I use the spoken or written word? | <ul style="list-style-type: none"> • creative writing • formal speech • humour or telling jokes • impromptu speaking • journal or diary keeping • oral debate • poetry • storytelling |
| Logical-mathematical  | conceptualizing, quantifying, and thinking critically | How can I bring in numbers, calculations, logic, classifications, or critical-thinking skills? | <ul style="list-style-type: none"> • puzzles • logic games • abstract symbols and formulas • calculation • counting • deciphering codes • finding patterns • graphic organizers • number sequences • outlining • problem solving |
| Visual-spatial  | drawing, sketching, and visualizing | How can I use visual aids, visualization, colour, art, or metaphor? | <ul style="list-style-type: none"> • drawing • creating videos • active imagination • colour schemes • designs and patterns • drawing guided imagery • mind mapping • painting pictures • sculpture/model |
| Kinesthetic  | dancing, building models, and engaging in hands-on activities | How can I involve the whole body or use hands-on experience? | <ul style="list-style-type: none"> • physical games • body language • dancing—folk or creative • drama/acting • inventing • martial arts • mime • physical gestures • physical exercises • playing sports and games • role-playing |

Gardner's Multiple Intelligences Chart: Adapted with permission from the Nebraska Department of Education, *Nebraska K-12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education 1996), pp. 266–267.

| Intelligence | Students learn best by: | Teacher's Planning Questions | Learning Activities |
|---|---|--|--|
| <p>Musical</p>  | <p>singing, chanting, and playing background music while learning</p> | <p>How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?</p> | <ul style="list-style-type: none"> • chanting • humming • rapping • listening to music • music performance • music creation • rhythmic patterns • singing • tonal patterns • vocal sounds and tones |
| <p>Interpersonal</p>  | <p>working with another person or a group of people</p> | <p>How can I engage students in peer sharing, cooperative learning, or large group simulation?</p> | <ul style="list-style-type: none"> • peer assessment • collaboration skills • cooperative learning • empathy practices • group projects • intuiting others' feelings • listening • person-to-person communication • teamwork/division of labour |
| <p>Intrapersonal</p>  | <p>relating to a personal feeling or an inner experience</p> | <p>How can I evoke personal feelings or memories or give students choices?</p> | <ul style="list-style-type: none"> • self-assessment • reflective writing • guided imagery • focusing/concentration skills • higher-order reasoning • metacognition techniques • silent reflection methods • telling about feelings • telling about thinking • thinking strategies |
| <p>Natural</p>  | <p>observing, classifying, and appreciating</p> | <p>How can I relate students' learning to the physical world?</p> | <ul style="list-style-type: none"> • discovering, uncovering • observing, watching • forecasting, predicting • planting • comparing • displaying • sorting and classifying • photographing • building environments |

Brain Research and Second Language Learning

Diane Larsen-Freeman (2000) observes that “the issue for teachers who wish to honour the diversity of intelligences among their students is how to represent the other intelligences and enable each student to reach their full potential, while not losing sight that their purpose is to teach language” (172).

The following are implications of brain research for second language learning:

- 1. Build in reflection:** It is important to let children take time to “simmer.” There is a silent stage to language learning. First, children absorb the language. Later, they begin to speak (Krashen 1992).
- 2. Link learning:** “The more you link, the more you learn” (Dryden and Vos 1999, 315). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden and Vos 1997). For example, link numbers and words in a playful way (Dryden and Rose 1995). Reciting the numbers from one to ten in the target language in rhythm is a fun way to begin language learning.
- 3. Use the whole world as the classroom:** Real-life experiences and situations engage learners and bring meaning and context to the learning process (Dryden and Vos 1997).

Brain-based Learning Theory

Brain-based learning theory asserts that all humans are born with the ability to learn. “Although all learning is brain based in some sense...brain-based learning involves acknowledging the brain’s rules for meaningful learning and organizing teaching with those rules in mind” (Caine and Caine 1994, 4).

Caine and Caine (1991, 1994, 2005) outline 12 principles to provide a theoretical foundation for brain-based learning:

- 1. Learning involves the entire physiology:** Everything that happens to us, whether it is physical, emotional, or cognitive, has an effect on learning.
- 2. The brain is social:** We always search for ways to belong to a community and seek interaction with others.
- 3. The search for meaning is innate:** We strive to make sense of our experiences.
- 4. The search for meaning occurs through patterning:** We categorize our experiences so we can establish patterns and bring order to our world.
- 5. The brain is a parallel processor:** The brain can perform several different activities at the same time.
- 6. Emotions are critical to patterning:** Emotion and cognition are strongly tied. It is emotionally difficult to change patterns such as assumptions and beliefs.
- 7. The brain processes parts and wholes simultaneously:** The brain is designed to perceive experiences as both separate and interconnected.

- 8. Learning involves both focused attention and peripheral perception:** Even when we are paying attention to one task, we are also absorbing information reaching us from the environment outside our immediate focus.
- 9. Learning always involves conscious and unconscious processes:** Unconscious processing is ongoing and contributes significantly to understanding.
- 10. There are at least two different types of memory:** Systems for rote learning and spatial memory coexist in the brain. Memory is not only what we “store and retrieve”; it is based on what we encounter in our natural, daily experiences.
- 11. Learning is enhanced by challenge and inhibited by threat:** Feelings of self-worth and accomplishment allow us to learn. Feelings of fear brought on by fatigue, helplessness, or overstimulation cause our brains to “downshift.”
- 12. Each brain is unique:** Although our brains share physical characteristics, we each perceive and react to the world differently.

Sample Strategies to Support Brain-Based Learning:

- Develop an understanding of the impact of nutrition, exercise, and stress on learning.
- Facilitate cooperative learning and provide students with opportunities to interact.
- Use various methods and approaches that have been proven effective.
- Acknowledge that students mature at different rates. Because of these natural differences, “equality” in student performance is not expected.
- Provide a learning environment that employs routines and behavioural guidelines while offering activities that challenge and excite students.
- Model enthusiasm for communicating in the second language.
- Provide a classroom environment that features changing displays of vocabulary and culturally rich materials.
- Facilitate language and culture immersion activities, such as field trips, projects, stories, performances, and drama.
- Provide opportunities for students to actively process what and how they have learned through reflection and metacognition.
- Foster a classroom atmosphere where students take learning risks yet feel safe and relaxed.
- Account for individual learning preferences.

Bloom’s Taxonomy

Bloom’s Taxonomy is a model that focuses on six levels of complexity in the thinking processes. Knowledge and Comprehension are the lower or more concrete levels of thinking. Analysis, Synthesis, and Evaluation represent higher or more complex levels of thinking. The Application level, which falls between the lower and higher levels, can be less or more complex, depending on the task.

Sample Activities Organized in the Bloom's Taxonomy Model

| Level | Sample Activities in the Second Language Classroom |
|--|--|
| <p>Knowledge/Comprehension</p> <p>Students recall information and restate the information in their own words.</p> | <ul style="list-style-type: none"> • Arrange lines of dialogue • Fill out authentic forms in German • Listen for sequence • Explain the "What? Who? Where? When? How? Why?" • Describe scenes from a video presentation • Describe pictures from a German culture • Define words • Listen to and paraphrase in English a conversation heard in German • Draw pictures from verbal information of a German cultural scene or object • Understand text written in German |
| <p>Application</p> <p>Students apply the information in one or more contexts.</p> | <ul style="list-style-type: none"> • Dub cartoons or television shows • Instruct others to prepare a German cultural dish step-by-step • Produce questions with correct pronunciation • Apply a cultural custom to a real-life situation • Interview classmates on their daily activities • Plan a menu for occasions typical of German culture • Make shopping lists for various German cultural or social events • Apply rules of cultural protocol for dining in Germany • Apply gestures learned to an authentic situation • Apply reading strategies to understand authentic texts |
| <p>Analysis</p> <p>Students understand component parts and recognize patterns so they can compare and contrast or categorize information.</p> | <ul style="list-style-type: none"> • Identify elements of a particular literary form • Analyze the lyrics of popular songs to compare two cultures' perspectives • Compare points of view found in two editorials • Analyze a story, poem and other authentic materials • Analyze a scene from a German culture • Find evidence to support opinion • Conduct a survey and analyze the results • Analyze typical foods of German culture for nutritional value • Identify the best route to a historic site important to German culture • Play the role of a tourist who bargains in German for merchandise |
| <p>Synthesis</p> <p>Students make predictions and create new ideas based on their knowledge of component parts.</p> | <ul style="list-style-type: none"> • Write an alternative ending to a story • Predict consequences if historical events were altered • Write titles for a play, story, or article • Write headlines in newspaper style on current issues in Ukraine • Predict future events • Write a diary of an imaginary trip • Extend a story • Compose a poem, skit, role play or advertisement • Create hypothetical real-world situations in a German-speaking country • Create an infomercial |
| <p>Evaluation</p> <p>Students judge what they have analyzed and support their opinions.</p> | <ul style="list-style-type: none"> • Evaluate solutions to cultural dilemmas • Give and support opinions about issues • Evaluate television shows, movies, or cartoons • Write an editorial, giving and supporting their own opinion • Express the pros and cons of policies • Give and support a decision in a mock trial • Write an ambassador with suggestions for the resolution of a real-world problem • Justify, in German, decisions of what sites to visit • Read an editorial in a newspaper, respond, and send the response • Evaluate web pages as sources of information in German |

Sample Activities Organized in the Bloom's Taxonomy Model: Adapted with permission from the Nebraska Department of Education, *Nebraska K–12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), p. 307.



Chapter 2

Language Arts Instruction

Chapter Summary

Literacy Development
The Six Language Arts
Early Intervention
Language Cueing Systems
Grammar in the German Language Arts Classroom

Literacy Development

Literacy development is continuous throughout a person's life, beginning with his or her earliest experiences with language. Observations of students show that the development of oral language, reading, and writing are interrelated processes, and students learn to read and write concurrently. Students will initiate activities with paper, pencils, crayons, books, and magazines, and will spontaneously assume the roles of writer and reader in their daily play.

In emergent literacy, students actively engage in acquiring language and in constructing their own understandings of how oral and written language work. They experiment with these understandings, testing them in verbal interaction with their parents and other adults. As parents and other adults demonstrate reading and writing in purposeful, meaningful ways, students come to expect meaning from print. Studies show that students who are early readers have been read to extensively by their families. By the time they are two or three years old, many children can read environmental print such as familiar traffic or safety signs and symbols, restaurant names, or words they see in the media.

Teachers recognize that students bring to school a range of literacy experiences and knowledge that can be built upon in the classroom. Students' knowledge about print expands quickly as they participate in meaningful and genuine experiences with reading, listening, talking, viewing, representing, and writing in the classroom. Teachers foster early literacy development by reading to students daily, by providing guided reading, writing, and representing activities from the first day of school, and by actively promoting literacy growth at a level appropriate to each student's development.

Stages of Literacy Development

In the elementary grades, there is dramatic growth in students' listening, speaking, reading, and writing vocabularies. Most students move rapidly along the literacy continuum from pre-conventional literacy to fluency in reading, writing, viewing, and representing. An increased vocabulary and growing ability to consider other points of view greatly increase students' oral and written communication skills. Their speech becomes more fluent, and they are capable of interactive, reciprocal conversations with teachers and peers.

By conversing with students, teachers can extend and expand these conversations. Teachers can facilitate discussions among students by encouraging them to express their opinions, ideas, and feelings. These social interactions play an important role in learning. Conversing about their learning strengthens students' abilities to express themselves, to construct meaning, to reason, and to solve problems. As they gain a greater control of language, students use it to think and to influence others' thinking. Teachers demonstrate respect for students' ideas by listening and responding attentively to them. It is important to extend their developing communication skills and facilitate their cognitive development by providing small- and large-group activities in which students listen actively to peers and ask and respond to questions.

Young students learn about print and develop strategies for reading and writing from their independent explorations of written language, from interactions with teachers and peers, and from observation of others engaged in literacy activities. They learn about oral, literacy, and media texts in the same way.

The Six Language Arts

➔ For more information ...

Chapter 4

The six language arts—listening, speaking, reading, writing, viewing, and representing—are each complex cognitive and social processes that work together dynamically in literacy learning. In listening, reading, and viewing, students construct meaning from texts created by others. In speaking, writing, and representing, students construct meaning to communicate with others. None of the six language arts can be totally separated from the others in authentic learning situations.

Because the six language arts are so closely related and interrelated, they are mutually supportive. Listening, reading, and viewing provide access to rich language models that help students learn new words and forms of expression. Speaking, writing, and representing provide opportunities for students to use those words and forms, and to develop ownership for them. Developing skills in writing enhances students' reading and listening comprehension and their critical thinking skills.

Listening and Speaking

Oral language is the foundation of literacy. Speaking is fundamentally connected to thinking and exploring and creating meaning. Speaking to others brings our thoughts to conscious awareness and enables us to reflect on and analyze them. Conversation with others often helps us make sense of new information, for while we may sometimes construct meaning alone, we more often do so through collaboration. Students benefit from opportunities to rehearse their ideas orally. The classroom should be an inviting setting that promotes student talk.

Through talking and listening, students learn to understand who they are in relation to others. The ability to form and maintain relationships and to collaborate and extend learning through interaction with others is closely tied to listening and speaking skills. Students' fluency and confidence in speaking, listening, and responding are integral to their identity and place in the community.

In the classroom, student talk (conversing, discussing, debating, questioning, and answering) is the foundation upon which teachers build community and achieve progress in all curricular areas. Speaking and listening are woven through all learning and teaching activities in writing, reading, viewing, and representing. Through talking, students verify their understanding and realize the ability to take ownership of their learning. Talk plays a major role in all language learning.

Viewing and Representing

Many students are avid and sophisticated consumers of visual media, and their familiarity with visual forms may facilitate literacy with other forms. Through experience, students may have an implicit understanding of visual media conventions—the unspoken ways in which meaning is represented (e.g., how the passage of time is conveyed). Teachers can make use of this knowledge by creating links between conventions used in visual media and similar conventions used in written texts.

Students need to learn the techniques and conventions of visual language to become more conscious, critical, and appreciative readers of visual media, and more effective creators of visual products. They need to be shown that what a camera captures is a construction of reality, not reality itself. Students need to learn how to decide what is real and what is simulated. They need to learn that images convey ideas, values, and beliefs, just as words do, and they need to learn to read and interpret the language of images. Many contemporary authors use the term *reading* to describe the process of decoding and interpreting visual texts.

Exposure to films and video productions increases the scope of students' experiences, much as written texts do, and they offer similar opportunities for discussion. Films also provide rich opportunities to explore the similarities and differences between visual and written language. Students may examine the effects of visual language cues (e.g., composition, colour and light, shadow and contrast, camera angles and distance, pace and rhythm, and the association of images with sound). They learn to identify point of view by following the eye of the camera. Whether interpreting a visual or written presentation, the reader may look at or be taught to appreciate elements such as pattern, repetition, mood, symbolism, and situational or historical context. Students may enhance their own products and presentations by using visuals with written text and/or speech.

Studying strategies used by authors and illustrators helps students become conscious of the effects of visual elements in texts. Illustrations interact with words to enrich comprehension and can influence students' interpretations of information or ideas. Illustrations may show things that words do not or they may express a different point of view from the narrative. Visual cues such as colour, tone, shape, texture, line, and composition all contribute to the construction of meaning.

Students may use visual representation for both informal and formal expression. Just as they talk and write to explore what they think and to generate new ideas and insights, students may sketch or doodle. Drawing or sketching may, in fact, be the first and most natural way for some students to clarify thinking and generate ideas. They may also use tools such as frames, mind maps, webs, and other graphic organizers to comprehend parts and their relationships. Visual tools are especially useful because they can represent the nonlinear nature of the thought process and show relationships among ideas.

Students may use representations to express their mental construction and interpretation of ideas, theories, or scenes in written texts. Events, ideas, and information may be depicted in graphic organizers, storyboards, murals, comic strips, or collages. After studying visual media, students make informed use of design elements in developing charts, slides, posters, and booklets. Other creative forms of expression, such as music, drama, dance, or mathematics, can be used to represent students' understanding of a topic or a concept.

Reading

Reading comprehension is an active skill whereby the reader seeks out information for a reason. This means that reading comprehension involves not only deciphering and decoding written symbols, but also, and more importantly, constructing meaning from the printed word and interpreting it.

Like listening comprehension, students must first be presented with sufficient vocabulary in print form so that they can pull these words out of the text and attempt to build meaning from them. In the context of the units, a number of texts have been created or authentic texts have been used to provide students with the opportunity to read these words in context. To develop this skill, students are asked to pull out key ideas and some details and to categorize the information, while at the same time reading for a purpose.

To develop reading comprehension, students need to be taught how to use comprehension strategies to help deal with unknown words. Teaching them to look for cognates and word families as a means of building meaning is one way. Having students focus on visual clues, such as illustrations, photographs, or charts, can assist them in building meaning. Teaching them to use the title and subtitles to anticipate the ideas that may be presented in the text helps to structure their reading. Using the context to predict the type of information or the categories of information that they might find in the text can help prepare students for reading the text. Reminding students to use reading strategies that they have developed in their first language will also assist them in becoming better readers.

Reading to Learn

The focus of instruction in the Early Years is on learning to read, but as students enter the Middle Years the focus shifts to reading to learn. This, ultimately, is why people read and why reading matters. To reach this goal, students need help in becoming deliberate and reflective readers. They need explicit instruction in comprehension and thinking skills that will enable them to obtain and remember important ideas from the text. They also need help in integrating information in the text with their prior knowledge to build on their learning and deepen their understanding.

The ease and speed with which a child progresses from learning to read to reading to learn will depend on several factors, including:

- exposure to a rich language environment in the preschool years, with plenty of storytelling, conversation, books, and encouragement to ask and answer questions
- the quality and quantity of reading instruction in the early school years

- focused early intervention for those who are at risk of reading failure
- ongoing support from family and community

Effective Reading Instruction

Becoming a reader is a continuous process that begins with the development of oral language skills and leads, over time, to independent reading. Oral language—the ability to speak and listen—is a vital foundation for reading success. In every culture, children learn the language of the home as they observe, listen, speak, and interact with the adults and children in their environment. This process happens naturally and predictably in almost all cases.

While developing oral language is a natural process, learning to read is not. Students must be taught to understand, interpret, and manipulate the printed symbols of written language. This is an essential task of the first few years of school.

All students become fluent readers when they comprehend what they are reading, are able to communicate their knowledge and skills in a new context, and have a strong motivation to read.

Teaching practices that support early reading achievement:

- Balance of direct instruction, guided instruction, independent learning, and practice
- Large group, small group, and individual instruction, discussion, and collaboration
- Variety of assessment and evaluation techniques to inform program planning and instruction
- Integration of phonics and word study in reading, writing, and oral language instruction
- An uninterrupted literacy block each day
- Parental and community involvement
- High-quality literature and levelled texts
- A variety of genres, narratives, informational texts, and electronic media
- Authentic and motivating literacy experiences and learning activities
- Intervention for students at risk of not learning to read
- Supportive classroom culture and an environment that promotes higher-order thinking skills
- Effective classroom organization and management

Reading success is the foundation for achievement throughout the school years. There is a critical window of opportunity from the ages of four to seven for learning to read. Students who successfully learn to read in the early elementary years of school are well prepared to read for learning and for pleasure in the years to come. On the other hand, students who struggle with reading are at a serious disadvantage. Academically, they have a much harder time keeping up with their peers, and they increasingly fall behind in other subjects.

Goals of Reading Instruction

Reading is the process of constructing meaning from a written text. Effective early reading instruction enables all students to become fluent readers who comprehend what they are reading, can apply and communicate their knowledge and skills in new contexts, and have a strong motivation to read.

There are three main goals for reading instruction:

- **Fluency** is the ability to identify words accurately and read text quickly with good expression. Fluency comes from practice reading easy books about familiar subjects. These texts primarily contain familiar, high-frequency words and few unfamiliar words. As students develop fluency, they improve in their ability to read more expressively and with proper phrasing, thus gaining more of the text’s meaning.
- **Comprehension** is the ability to understand, reflect on, and learn from text. To ensure that students develop comprehension skills, effective reading instruction builds on their prior knowledge and experience, language skills, and higher-level thinking.
- **Motivation to read** is the essential element for actively engaging students in the reading process. It is the fuel that lights the fire and keeps it burning. Students need to be immersed in a literacy-rich environment filled with books, poems, pictures, charts, and other resources that capture their interest and make them want to read for information and pleasure.

These three goals are interconnected, and the strategies for achieving them work together synergistically.

Knowledge and Skills for Reading

Students need to learn a variety of skills and strategies to become proficient readers. In the earliest stages, they need to understand what reading is about and how it works—that what can be spoken can also be written down and read by someone else. Some students will have already grasped the basic concepts before entering school, but many will need explicit instruction to set the context for reading. When students first experience formal reading instruction in school, they need to learn specific things about oral language, letters, and words. They need to understand how print works, and be able to connect print with the sounds and words in oral language. Once they can demonstrate these skills, the emphasis shifts to developing fluency. Fluency at this level involves recognizing words in text quickly and without effort. This will allow students to read with increasing enjoyment and understanding. Fluency is critical if students are to move from **learning to read to reading to learn**. The role of elementary teachers, working as a team, is to move students from the earliest awareness of print to the reading-to-learn stage, where they will become independent, successful, and motivated readers.

According to research, the knowledge and skills that students need to read with fluency and comprehension include:

- oral language
- prior knowledge and experience
- concepts about print; phonemic awareness
- letter–sound relationships
- vocabulary
- semantics and syntax
- metacognition
- higher-order thinking skills

These are not isolated concepts taught in a sequence—they are interrelated components that support and build on each other.

Oral Language

Children acquire most of what they know about oral language by listening and speaking with others, including their families, peers, and teachers. Through experience with oral language, students build the vocabulary, semantic knowledge (awareness of meaning), and syntactic knowledge (awareness of structure) that form a foundation for reading and writing. Students who are proficient in oral language have a solid beginning for reading. This knowledge allows them to identify words accurately and to predict and interpret what the written language says and means.

Prior Knowledge and Experience

So that students can understand what they are reading, it is important that they come to the text with a variety of experiences that will allow them to appreciate the concepts embedded in the text. These experiences enable them to anticipate the content, and such anticipation leads to easier decoding of the text and deeper understanding of its meaning.

Prior knowledge and experience refer to the world of understanding that students bring to school. Research on the early stages of learning indicates that children begin to make sense of their world at a very young age. In many parts of Manitoba, children enter school from a variety of countries and cultures. Thus, their prior knowledge and experiences may differ considerably from those of their classmates and teachers, and they may find it difficult to relate to the context and content of the resources generally used in Manitoba classrooms. On the other hand, they may have a wealth of knowledge and experiences that can enhance the learning of their classmates. Teachers need to be aware of students’ backgrounds, cultures, and experiences to provide appropriate instruction. By creating rich opportunities for all students to share prior knowledge and related experiences, teachers will engage the interest of students from various backgrounds and ensure that they will better understand what they read.

Concepts about Print

When children first encounter print, they are not aware that the symbols on the page represent spoken language or that they convey meaning. The term *concepts about print* refers to awareness of how language is conveyed in print. These concepts include directionality (knowing that English is read from left to right and top to bottom); differences between letters and words (words are made of letters,

and there are spaces between words); awareness of capitalization and punctuation; diacritic signs (e.g., accents); and common characteristics of books (such as the front/back, title, and author). Students can be taught these concepts by interacting with and observing experienced readers (including teachers and family members) who draw their attention to print and give them opportunities to demonstrate their understanding of the concepts. Teachers need to provide students with a variety of printed materials for practice.

Phonemic Awareness

Students need to learn that the words they see are made up of sounds. This understanding is called phonemic awareness. Research has confirmed that phonemic awareness is a crucial foundation for word identification. Phonemic awareness helps students learn to read; without it, students struggle and have reading difficulties. Evidence also shows that phonemic awareness can be taught and that the teacher's role in the development of phonemic awareness is essential for most students.

For students to develop phonemic awareness, teachers need to engage them in playing with and manipulating the sounds of language. This can be accomplished through songs, rhymes, and activities that require students to blend individual sounds together to form words in their heads, and by breaking words they hear into their constituent sounds. Blending and segmentation of speech sounds in oral language provide an essential foundation for reading and writing. Phonemic awareness prepares students for decoding and encoding the sounds of the language in print.

Letter-Sound Relationships

Building on a foundation of phonemic awareness and concepts about print, students are ready to understand that there is a way to connect the sounds they hear with the print on the page to make meaning.

Phonics instruction teaches students the relationships between the letters (graphemes) of written language and individual sounds (phonemes) of spoken language. Research has shown that systematic and explicit phonics instruction is the most effective way to develop students' abilities to identify words in print.

Vocabulary for Reading

Students need a broad vocabulary of words that they understand and can use correctly to label their knowledge and experiences. The breadth and depth of a student's vocabulary provides the foundation for successful comprehension. Oral vocabulary refers to words that are used in speaking or recognized in listening. Reading vocabulary refers to words that are recognized or used in print.

Vocabulary development involves coming to understand unfamiliar words and using them appropriately. It is a huge challenge for students to read words that are not already part of their oral vocabulary. To develop students' vocabularies, teachers need to model how to use a variety of strategies to understand what words mean (e.g., using the surrounding context or using smaller meaningful parts of words, such as prefixes or suffixes). Good teaching includes selecting material for reading aloud that will expand students' oral vocabularies, and providing opportunities for students to see and use new reading vocabulary in different

contexts. Recent research on vocabulary instruction indicates that students learn most of their vocabulary indirectly by engaging daily in oral language, listening to adults read to them and reading extensively on their own. Research also shows that some vocabulary must be taught directly. This can be done by introducing specific words before reading, providing opportunities for active engagement with new words, and repeating exposure to the vocabulary in many contexts.

Even students who have a very extensive oral vocabulary may have great difficulty reading words in print because they have a small reading vocabulary. The reading vocabulary—often referred to as the sight vocabulary—is determined mainly by how many times a child has seen the words in print. Students who read a lot have a large pool of words they recognize immediately on sight; students who do little reading have a limited sight vocabulary. To increase their students' sight vocabularies so they can recognize a large proportion of the words in print, teachers need to focus their instruction and practice on the most commonly used words in the language.

Semantics, Syntax, and Pragmatics

Although words alone carry meaning, reading for the most part involves the deciphering of phrases and sentences, which depends on both the words and how those words are organized. Therefore, it is important to spend instructional time not only on the meanings of individual words but also on the meanings of phrases and complete sentences.

Semantics refers to meaning in language, including the meaning of words, phrases, and sentences. **Syntax** refers to the predictable structure of language and the ways that words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (such as noun, verb and adjective) and their functions (such as subject and object). Semantic and syntactic knowledge are important because they help students identify words in context and lead to deeper levels of comprehension. Beginning readers may not need to be able to define a noun or verb, but understand that a word can represent a thing or an action, depending on the context.

Teachers need to model correct sentence structures so that students can learn to anticipate these structures when reading print. Opportunities should be provided for students to become familiar with and use the specific terminology for basic parts of speech (e.g., noun, verb, adjective, adverb) to facilitate instruction. Teachers also need to familiarize students with a variety of language structures and encourage their use of longer, more complex sentences.

Pragmatics, which is introduced in the later primary years, is the study of how people choose what they say or write from the range of possibilities available in the language, and how listeners or readers are affected by those choices. Pragmatics involves understanding how the context influences the way sentences convey information. A sentence can have different purposes depending on the situation or context in which it is used. It can be a mere statement or affirmation, but it can also be a warning, a promise, a threat, or something else. Readers with pragmatic knowledge and skills are able to decipher these different intents from the context.

Teachers need to show students how to use context clues that surround an unfamiliar word to help determine the word's meaning. Because students learn most word meanings indirectly, or from context, it is important that they learn to use context clues effectively. Context clues alone, however, are not enough; teachers will need to teach other word-meaning strategies to develop a student's ability to learn new words.

Metacognition and Comprehension Strategies

Comprehension is the reason for reading. If readers can identify the words but do not understand what they are reading, they have not achieved the goal of reading comprehension. To gain a good understanding of the text, students must bring to it the foundational knowledge and skills of oral language, prior knowledge, and experience, concepts about print, phonemic awareness, letter-sound relationships, vocabulary, semantics and syntax. They must integrate what they bring to the text with the text itself. To *read to learn*, students need to use problem-solving, thinking processes. They must reflect on what they know and need to know (metacognition) and draw on a variety of comprehension strategies to make sense of what they read.

Good readers plan and monitor their reading at a metacognitive level. What they are doing is thinking about the strategies they need to make sense of the text. When they run into difficulty, they evaluate their reading to determine the best strategy for improving their understanding of the text. Students who read at a metacognitive level know the strategies that affect their own reading (e.g., decoding hard words, connecting text with prior experience, understanding word meanings, identifying main ideas, drawing inferences from the text, and synthesizing information). These students use a variety of strategies to decode and understand text and know when and why to apply particular strategies. Their understanding of the text extends beyond the literal.

Writing

Written production is developed in a sequential fashion and begins with the copying of words, moving to the formulation of simple phrases and finally to the autonomous use of language to express personal ideas.

Writing is a powerful tool for communicating and learning. Young children's first explorations of print often occur in writing rather than reading. These explorations allow children to experiment with written language and construct understandings of literacy concepts. Students should be encouraged to write daily and to develop an understanding of audience, purpose, and the meaning of their messages.

Effective elementary classrooms immerse students in books, visual images, and the spoken word. A text-rich environment is important for all students, but for students who have little involvement with literacy events outside school, it is essential.

The most beneficial literacy experience for students in all grades is to be read to daily. Read-aloud sessions introduce students to texts beyond their own reading level and give them access to ideas, places and characters they might otherwise never meet. They also help students become familiar with story language and text

structure. Students who have been read to will adopt and adapt the language of books when they write, retell a story, share information, represent a character, or event, dramatize a scene or create a storyboard.

A text-rich classroom provides students with a wide variety of texts that include oral, print, and other media communications. Students should listen to poetry and engaging dramatic, expository and narrative texts. Teachers should supplement narrative and expository texts with appropriate types of literacy materials with which students are familiar in their personal lives. Students from other cultures, or students who speak a first language other than English, will benefit from seeing and hearing their own literature and oral traditions shared and valued in class.

A text-rich environment has visual appeal, with attractive posters, charts, and “word walls.” Different areas of the classroom are devoted to materials and equipment to encourage writing, viewing, and representing through art and drama, listening to music, and to story recordings and reading—alone, with friends, or with teachers. Student-published books are on bookshelves, student artwork and other representations are displayed, and works-in-progress are evident. Student-made books or posters that display photographs with captions provide records of past shared experiences and successes.

A text-rich environment that offers interesting reading, speaking, listening, viewing, representing and writing activities is important, but teachers must also use a variety of active, intellectually engaging strategies and methods of instruction. These strategies and methods include:

- reciprocal discussions in which students’ ideas are taken seriously (e.g., examining problems, asking open-ended, thought-provoking questions and interacting informally)
- sustained inquiry in which teacher and students select questions or topics to pursue as a group and individually
- explicit instruction in response to the observed needs of individual students
- incidental teaching, conferencing, and informal instruction
- flexible grouping to promote literacy learning and social-emotional development

Students need to follow a writing process to create acceptable products. This means that students need to brainstorm ideas, draft a preliminary plan, write a draft, edit it or have someone else edit it, revise the text, and produce a final copy. It is important to note, however, that students should not be asked to create a text independently unless they have had ample practice in the fundamentals of the language needed to create a specific type of text, and they have worked as a class in the creation of model texts.

In preparation for the evaluation of writing skills, students need to be made aware that language precision is important; that is, they will be evaluated on spelling, word order, appropriate vocabulary use, and other grammatical elements that have been taught leading up to the creation of the text. The use of clear, concise evaluation criteria provides students with parameters so they can fulfill the requirements of the task successfully.

Early Intervention

The Nature of Reading Difficulties

The foundation of good reading is the same for all students. All readers, regardless of their age, gender, or aptitude, need to develop fluency, comprehension and the motivation to read to become successful readers. Students who experience reading difficulties are no exception. They too must develop a basic foundation for reading.

Most young students with reading difficulties have problems developing fluency. For these students, identifying words takes a lot of effort. Their reading rate is slow, their word identification is hesitant, and they over-rely on contextual cues for word identification. Because most of their cognitive or mental effort is spent trying to identify words, their comprehension suffers. The main prevention and early intervention strategies for these students are intensive preparation for literacy and targeted classroom instruction.

Even with effective classroom instruction, some students will need additional support or intervention. When targeted instruction has not resolved a child's reading difficulties, it may be necessary to consult with jurisdiction reading specialists or other specialized educational interventions.

Effective intervention requires that teachers recognize as early as possible those students who are experiencing reading difficulties, tailor instruction to address their needs, and provide supplementary instruction when necessary. If adequate screening and assessment procedures are in place, early intervention may begin even before formal instruction in reading. Interventions that are begun when students are very young have a much better chance of success than interventions begun later.

It is essential to identify reading difficulties early and to put appropriate intervention in place immediately. In this way, reading problems can be tackled before they become entrenched and before repeated failures affect the child's motivation and compound his or her difficulties in learning to read and write.

Characteristics of Successful Intervention

No one intervention works for all students with reading difficulties; however, interventions that succeed for many students have several characteristics in common, such as:

- more instructional time for students
- carefully planned assessment that allows for continual monitoring of the child's response and leads to modifications of the intervention when necessary
- teaching methods that are supported by research on how students learn to read and how they should be taught

- considerable attention to the materials used (e.g., predictable, patterned, easy-to-more-difficult texts), with a focus on interesting and enjoyable texts at appropriate reading levels
- an array of activities (e.g., word study, reading, rereading, and writing)

Successful interventions generally occur on a daily basis and may occur in focused, short blocks of time or in longer blocks, with appropriate accommodations in classroom instruction.

Successful interventions are strongly linked with regular classroom instruction, are supported by sound research, reflect an understanding of effective reading instruction and are culturally and linguistically appropriate for the individual child. It is critical that interventions be measured against these criteria, and that their effectiveness in helping students with reading difficulties are carefully assessed and monitored.

Early Intervention Strategies

Effective early identification and intervention will help prevent and significantly decrease reading difficulties for many young students and improve their prospects for success in school. However, even exemplary early intervention practices will not guarantee that severe reading difficulties are overcome. Some students will continue to need additional reading instruction and support to succeed in the later school grades.

As these students grow older and literacy increasingly becomes a vehicle for teaching, learning and evaluation, instructional, and other supports that address their changing needs must be in place.

Early Intervention Strategies for Addressing Literacy Problems

STRATEGY: ACTIVE PARTICIPATION

Questions to Consider

Are there sufficient opportunities for the child's active participation in learning through:

- engagement?
- play?
- representing?
- reflection?

How might engaged time be increased in ways that are meaningful to the learner?

How might the learner develop more effective literacy knowledge and skills through literate engagement?

How might the learner develop greater awareness of reading and writing processes and become self-regulated and motivated?

Possibilities for Action and Intervention

- Develop phonological awareness through language and literacy play (e.g., games with rhymes).
- Develop awareness of purposes of print and "how print works" through increased reading and writing in the context of everyday routines and use of literacy materials in the dramatic play centre.
- Devote increased time to reading and writing to develop word recognition and fluency.
- Develop phonemic awareness and phonics knowledge through guided and interactive writing in small groups or one-on-one and increased independent writing (with invented spelling).
- Ensure the use of appropriate reading materials for independent practice to develop fluency and comprehension. Provide patterned and predictable books but not the "decidable" texts that make reading harder.
- Choose reading materials slightly ahead of the student's independent level for instructional purposes; increase difficulty gradually.
- Provide a daily take-home reading program for extra practice.
- Place increased emphasis on silent reading.
- Make increased use of open-ended activities that allow students to communicate ideas in a variety of ways.
- Use increased think-aloud during modelling of reading and writing.
- Talk about thinking processes related to reading and writing; encourage students to talk about their own thinking.
- Teach strategies to develop awareness and self-regulation of one's own reading and writing processes (e.g., retrospective miscue analysis) (Goodman and Marek 1996).
- Use miscue analysis, retellings and running records to determine how the student approaches reading and how to get the reader "on track."
- Conduct a dynamic assessment to determine the type and degree of support the student needs to be successful.
- Regularly analyze the student's independent writing to establish an ongoing assessment of the student's phonological awareness and knowledge of phonics.

**STRATEGY:
LEARNING IN VARIOUS WAYS AND AT DIFFERENT RATES**

Questions to Consider

Are the learning experiences appropriate for the student's ways and rates of learning and particular learning needs?

How might the student's rate of learning be accelerated?

Does the program include a range of approaches?

Is the content relevant to the student's interests and cultural background?

Possibilities for Action and Intervention

- Try a different instructional approach and new strategies.
- Consider a reading style assessment
- Use key visuals and graphic organizers.
- Find topics of interest to the student to “hook” him or her on reading.
- Use culturally relevant reading materials.
- Have students create their own reading materials by sharing personal stories and writing.
- Use drama, music, and movement to involve students in literature.
- Use concrete materials and pictures to help students grasp abstract concepts.
- Try tactile materials.
- Use a variety of nonfiction as well as fiction materials.
- Have students do “research” to learn information and write about what they have learned.
- Increase instructional time, especially small-group and one-on-one.
- Combine structure and routine with flexible responsiveness for students with special learning needs.
- Consult the school-based team for possible assessments that might provide insights about the student's learning needs.
- Consider ways that the environment might be adapted to better address the student's learning needs (“adapted” means that the learning outcomes remain the same but that some aspect of the instructional environment might be changed).
- Consider ways that the curriculum might be modified to address the student's learning needs (“modified” means that the learning outcomes are changed in some way, either quantitatively or qualitatively, and an IEP (Individual Educational Plan) is thus required).

STRATEGY: LEARNING AS A PERSONAL AND SOCIAL PROCESS

Questions to Consider

- Does the instructional program help the student develop personal “ownership” of learning?
- Does the program allow the student to pursue some topics of personal interest?
- Does the program allow the student to make connections and construct meaning?
- Who might support the student in his or her learning?
- What kinds of groupings might be used to support the student’s learning?

Possibilities for Action and Intervention

- Allow students some choice in their reading and writing.
- Integrate learning of skills with meaningful contexts (real reading and writing).
- Use onsets and rimes and spelling by analogy to help learners work with chunks of meaning and pattern (rather than letter-by-letter).
- Use word-sorting and brainstorm-categorizing activities to help students discern patterns.
- Use brainstorm/cloze to help learners integrate cues.
- Use strategies to activate prior knowledge and generate purposes for reading (e.g., KWL).
- Use thematic units to develop ideas and vocabulary in an integrated way.
- Use reading and writing for a variety of functions and in a variety of genres.
- Try partner and collaborative activities.
- Try older/younger buddies.
- Use various cooperative learning techniques.
- Balance group work and individual activities so students get sufficient independent practice.
- Use a variety of instructional techniques, including scaffolding, guided reading, explicit instruction, and emphasizing connections to real reading and writing while avoiding isolated exercises.
- Design instruction according to the learner’s needs, in small group or one-on-one instruction (e.g. interactive writing with one student).
- Use flexible groupings for particular purposes.
- Make learning explicit so students know what they are learning and why.
- Encourage students to talk about their learning.
- Encourage parental or guardian involvement in home literacy experiences.

Language Cueing Systems

Students use a variety of cueing systems, along with background knowledge, to create meaning. To communicate effectively, students need to learn how to maximize their use of linguistic and textual cues.

Semantic Cues

Semantic cues refer to the meaning in language that assists in comprehending texts, including words, speech, signs, symbols, and other meaning-bearing forms.

Semantic cues involve the learners' prior knowledge of language, text and visual media, and their prior life experiences. Many of the conventions of visual media fall under the umbrella of semantic cues. Teachers can scaffold students' use of semantic knowledge by relating new concepts to concepts already familiar to students. Gradually, students independently relate new information to what is known and personally meaningful.

Morphological Cues

Morphological cues involve using the smallest meaningful units of the language to derive meaning from a word or text.

Syntactic Cues

Syntactic cues involve word order, rules, patterns of language, grammar, and punctuation. For example, the position a word holds in a sentence can cue the listener or reader as to whether the word is a noun or a verb. Conversely, listeners and readers use their intuitive knowledge of grammar to predict what words are likely to appear next. Oral punctuation provides cues to meaning through rhythm, flow, pauses, intonation, and voice modulation.

Graphophonic Cues

Graphophonic cues involve the letter-sound or sound-symbol relationships of language. Readers who identify unknown words by relating speech sounds to letters or letter patterns are using graphophonic cues. This process is often called *decoding*. Decoding is not, as the word may imply, a mechanical process but an essential means of making meaning. Graphophonic cues are used to support semantic, syntactic, and pragmatic cues to help readers determine if a word is logical or makes sense. In early literacy development, some students over-rely on graphophonic cues and attempt to sound out every word. These students need to be encouraged to predict what word would make sense and fit in the sentence pattern or context.

Textual Cues

Learners use textual cues such as titles, headings, subheadings, bold print, italics, captions and other text features to construct meaning. Learning to read graphs and charts is also part of the comprehension process. Text-structure cues give insight into the author's organizational patterns and thought processes in different types of texts, such as narrative, expository, dramatic, and poetic. Students who learn to attend to textual cues are better able to comprehend, organize, and remember information presented in texts than those who do not.

Grammar in the German Language Arts Classroom

Elements of Grammar

Grammar is not introduced and taught as a separate component of the German language arts program, but instead is integrated with other student learning. Linguistic Elements Outcome 6.1 of *Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes* outlines the grammatical components to be emphasized at each grade level. The suggested teaching and learning activities provide the context within which German grammatical elements can be explored.

Contextualizing Grammar

The issue of how to deal with grammar and grammar instruction in the second language classroom has been the focus of considerable discussion in language teaching; however, there is increasing agreement as to what constitutes effective grammar instruction.

Effective grammar instruction:

- should be taught in context. Students gain insight into the structural elements of German through the use of the language in authentic, meaningful, and relevant contexts.
- should be integrated into daily teaching and learning activities and classroom routines. It should be integrated into all activities and across all subject areas.
- does not fragment language at the word or sentence level and neglect the discourse level.
- should be accurately modelled and students need frequent opportunities to practise these structures in a variety of different contexts and for a variety of purposes.
- facilitates communication. The emphasis in grammar instruction should remain on communicative skills that lead to the use of the German language in a variety of circumstances. Although **language fluency** is a major goal of the German language arts program, teachers also need to focus attention on **language accuracy** to avoid students' "fossilization" of language errors.
- should be purposeful and build on students' prior linguistic knowledge and experiences.
- includes repetition and reinforcement of grammar rules and patterns, using concrete language experiences, across a broad spectrum of topics and themes.

- should be reinforced in a variety of ways to meet the various learning preferences of students.
- provides students opportunities to interact with one another in a non-threatening environment where they feel free to take risks and experiment with language.



Chapter 3

Planning

Chapter Summary

Introduction
Curriculum Framework
Planning Considerations
The Physical Environment
Understanding the German Language Arts Outcomes
Planning Approaches
Year Plans
Unit Plans
Lesson Plans

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

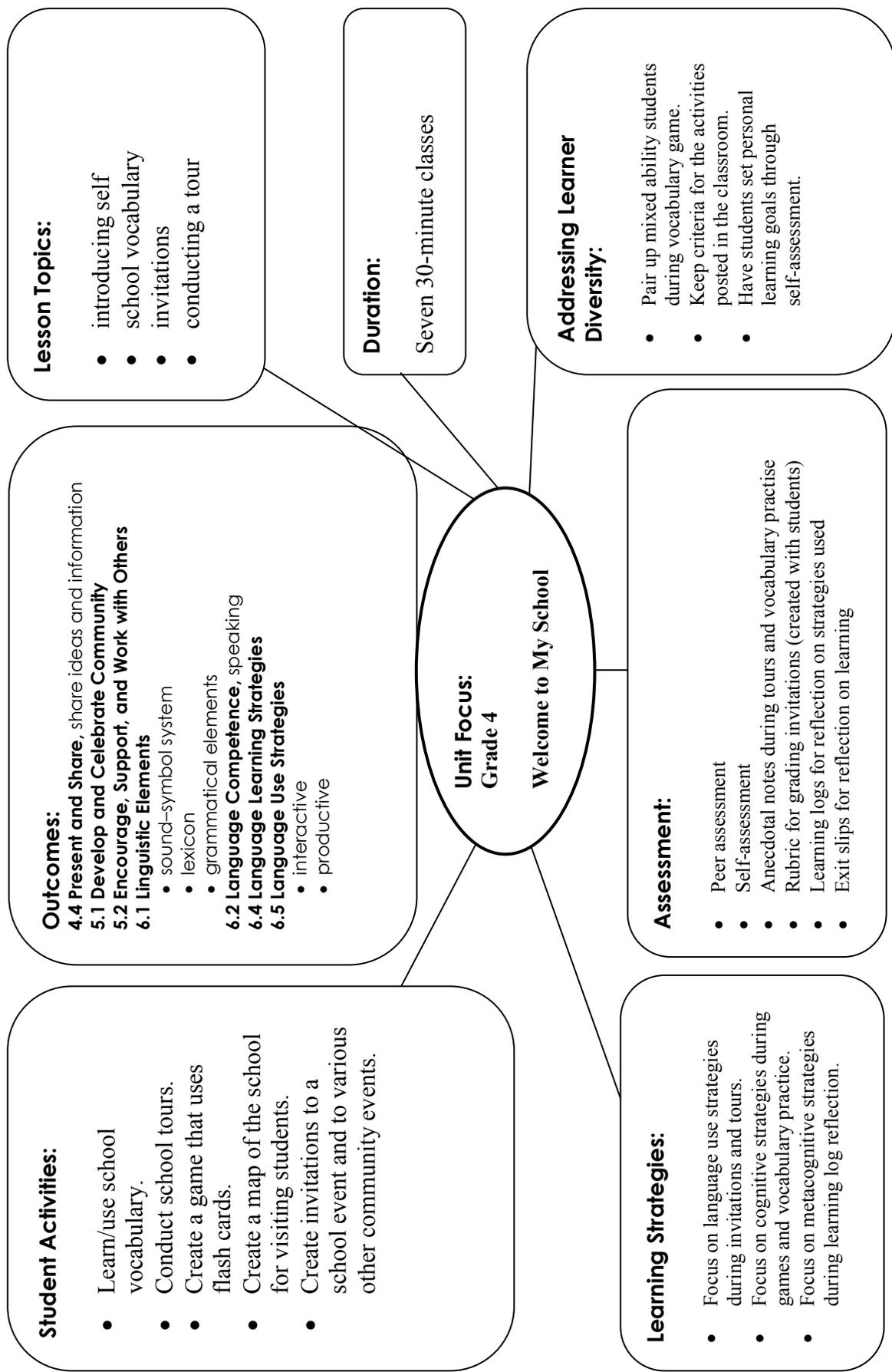
1. Choose a theme, topic, task, or project that is of interest to the students, offers possibilities for developing the students' communicative competence in German, and allows for some general learning as well. Students can participate in this step of the planning process.
2. Determine the specific 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

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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.



Chapter 4

Learning and Instructional Strategies

Chapter Summary

Learning Strategies
Instructional Strategies
Using Technology in the Classroom

Learning Strategies

Strategies are systematic and conscious plans, actions, and thoughts that learners select and adapt to each task. They are often described as knowing what to do, how to do it, when to do it, and why it is useful.

Students use various strategies to maximize the effectiveness of learning and communication. Strategic competence has long been recognized as an important component of communicative competence.

To become successful strategic learners, students need:

- step-by-step strategy instruction
- a wide array of instructional approaches and learning materials
- modelling, guided practice, and independent practice
- opportunities to transfer skills and ideas from one situation to another
- to develop the ability to make meaningful connections between skills and ideas and real-life situations
- opportunities to be independent and to show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing their own learning

Students need to develop proficiency in using a strategy before new strategies are introduced. Over a period of time, students will have a number of strategies to facilitate their learning.

Some learning strategies are appropriate for Early, Middle, and Senior Years, while other strategies may be appropriate only for a specific level. Students need:

- to know how they will benefit from the use of a strategy in order to become motivated and engaged in learning and to develop the will to apply the strategy
- to know what steps are involved in the strategy's procedure
- to understand when the strategy should be used
- to know how to adjust the strategy to fit their particular purposes so that they can apply the strategy in a variety of relevant contexts
- to practise the strategy over time to develop proficiency

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 more information...

Appendix C:
Sample List of
Learning Strategies

Possible student learning strategies are listed for each of the activities in the instructional strategies section of this chapter to illustrate the types of strategies students might use. These lists are not meant to be prescriptive. For a more extensive list of learning strategies, consult the Strategies section of the curriculum framework.

To ensure that students develop effective, independent, lifelong learning skills, it is essential to foster strategic learning in the German language arts classroom. To develop advanced language skills, including literacy, students need instruction on the strategies that skillful learners use in approaching language tasks. Students need to be taught learning strategies in all language arts through demonstration, explicit instruction, guided practice, and independent practice with feedback and support. Students are encouraged to acquire and apply a wide range of strategies, including first and second language learning strategies and general learning strategies, to enhance their learning.

➔ For more information...
*Kindergarten to
Grade 12 German
Language Arts:
Manitoba
Curriculum
Framework of
Outcomes*

The curriculum framework includes clusters of specific learning outcomes designed to develop three types of strategies in the German language arts classroom: language learning strategies, language use strategies, and general learning strategies.

Language Learning Strategies

Language learning strategies refer to actions taken by learners to enhance their own language learning. These strategies are divided into three categories: **cognitive**, **metacognitive**, and **social/affective**.

Cognitive language learning strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously-learned rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously learned language.

Metacognitive language learning strategies are higher order thinking skills that students use to manage their own language learning. These strategies include planning for language learning, monitoring language learning, and evaluating success in language learning.

Social/affective language learning strategies are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation, and attitudes to help them learn the language.

Language Use Strategies

Language use strategies are actions taken to enhance communication. These strategies are often used with no intention of trying to acquire language, but instead with the intention of improving communication. The language use strategies in the curriculum framework are organized according to the three communicative modes: **interactive**, **interpretive**, and **productive**.

Interactive language use strategies assist the learner or speaker in maintaining communication with another speaker of the language. These strategies include using circumlocution to compensate for one's lack of vocabulary, using non-verbal cues to communicate, and summarizing the point reached in a discussion.

Interpretive language use strategies aid in comprehension of the language. These strategies include using visual supports to assist in comprehension, listening or looking for key words or elements, and using discourse markers to follow extended texts.

Productive language use strategies aid in the production of language. These strategies include using resources to increase vocabulary or improve texts, compensating for avoiding difficult structures by rephrasing, and using knowledge of sentence patterns to create new sentences.

General Learning Strategies

General learning strategies refer to actions taken by learners to enhance their own general learning. As with language learning strategies, general learning strategies are divided into three categories: **cognitive**, **metacognitive**, and **social/affective**. There is a distinct similarity between language learning strategies and general learning strategies; however, the determining difference is whether the purpose of the specific strategy is the learning of the language or of other concepts. Often, other concepts include subject-area concepts, such as social studies or health concepts, learned through the German language.

Cognitive general learning strategies are direct strategies that students use to assist themselves in learning. These strategies include concept mapping, memorizing facts, and brainstorming.

Metacognitive general learning strategies are higher order skills that students use to manage their own learning. These strategies include planning for their own learning (e.g., choosing a way to memorize social studies facts in German) and assessing their own learning.

Social/affective general learning strategies are actions learners take during or related to interactions with others to assist or enhance their own general learning. These strategies include methods students use to regulate their emotions, motivations, and attitudes to help learn concepts.

Teaching Learning Strategies

Strategies should be introduced as they are needed. When strategies are introduced and explained in terms of their value to the learner and are demonstrated and practised over time, they can produce long-lasting, significant improvements in the students' abilities to construct meaning, acquire language, and achieve the German language arts outcomes. All students benefit from strategy instruction, but individual students need varying degrees of support in learning and using strategies.

Tips for Teaching a New Learning Strategy

1. Explain the strategy, discussing its purpose and the tasks for which it is most useful.
2. Model the strategy "thinking aloud" so that students can observe the process. This means expressing both the overt purpose of the strategy and the metacognitive processes and self-correction used in any problem-solving method. Avoid mental leaps.
3. Teach the steps of the strategy, explaining the reasons for each step so that student learning will be based on understanding rather than on rote memorization.
4. Provide an immediate opportunity for students to use the strategy in the context of their own work. As students use the strategy, offer constructive feedback, monitor, and prompt when necessary.
5. Review the strategy by modelling it again, this time with students monitoring and prompting.
6. In subsequent lessons, ask students to practise using the strategy, explaining what the strategy is designed to do, the steps that must be followed, and the importance of each step.
7. Follow up with other opportunities for students to use the strategy and to reflect on their use of it as they move toward mastery. Monitor each student to determine what personal meaning he or she has made related to the strategy.
8. Discuss with students how the strategy can be used beyond the language arts classroom.

Instructional Strategies

Instructional strategies are the techniques and activities teachers use to help students become independent learners and develop and experiment with learning strategies.

Students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences. Teachers are encouraged to provide a variety of instructional strategies to ensure that all student needs are being met.

The following instructional strategies can be used across grade levels.

Alphabet Activities

Alphabet activities teach students to identify the names and sounds of the letters in the alphabet and should be done as part of other language learning. Alphabet knowledge is not and should not be considered a prerequisite for participating in other activities. It is important to acknowledge the sound each letter makes, but it is also important to do so within meaningful contexts as early as possible (e.g., sounds as part of words as soon as some words are known).

Possible Student Learning Strategies:

Cognitive

- Listen attentively
- Identify similarities and differences between aspects of German and your own language(s)

Interpretive

- Listen selectively based on purpose

☉ Letter Sorts

Collect plastic letters or print letters on squares of paper and have students identify each of the letters in the alphabet by naming them or by pointing to them when prompted.

Auditory Discrimination Activities

Auditory discrimination activities require students to consider and identify sounds in words. These activities can be used to introduce oral language.

Possible Student Learning Strategies:

Cognitive

- Use mental images to remember new information
- Look for patterns and relationships

Interpretive

- Listen selectively based on purpose
- Determine the purpose of listening

◎ Find the Right Sound

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen for a particular sound as you read each word. Have students collect only those cards with the words that contain the right sound (e.g., all the cards with words containing “j”). The students then hand in the cards, repeating the words as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own, and move on.

◎ Sort the Sounds

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen to the words as you read them and decide which “sound category” (e.g., “z” or “ß”) they belong to. The students should take each card and put it in the correct pile, repeating the word as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own, then place the card in the correct pile.

Categorizing

Categorizing involves grouping objects or ideas that have common features or relationships. It enables students to see patterns and connections and develops their abilities to manage and organize information. Categorizing is often used to organize information produced during a brainstorming activity.

Possible Student Learning Strategies:

Cognitive

- Group sets of things together—vocabulary, structures—with similar characteristics
- Look for patterns and relationships

Cloze Activities

In Cloze activities, words, phrases or letters are omitted from printed text. Students employ language cueing systems to insert words or letters that complete the text in a meaningful way. Cloze activities promote sense-making skills and reflection on the rules of language (e.g., “I know the word and to fill in the missing sound I need to add the letter ‘a.’” “This sentence doesn’t make sense unless I put the word ‘and’ in it.”). Avoid having too many blanks initially, and begin by blanking-out the same type of letter or word consistently (e.g., the long vowel sounds, the adjectives).

Possible Student Learning Strategies:

Social/Affective

- Seek the assistance of a friend to interpret a text

Interpretive

- Listen or look for key words
- Infer probable meanings of unknown words or expressions from contextual clues

◎ Letter-level Cloze

Select high frequency words from students' oral vocabulary, from classroom word walls, or from reading, and reproduce them with key letters missing. Begin by following a consistent pattern (e.g., remove the first letter, remove the last letter). Students should know what word they are trying to make either because it has been vocalized or because it is within a familiar context (e.g., a sentence from a story). As students become more adept, focus on words that are easily confused. This works really well as part of a mystery message written on the board each morning as a "do now" activity.

◎ Word-level Cloze

Select sentences from students' reading or language-experience stories (short pieces of writing dictated by the student) and reproduce them with key words missing. Begin by following a consistent pattern (e.g., remove adjectives). Students should be able to use the context of the sentence to figure out a word that makes sense. Early on, it is advisable to provide students with a bank of possible words to choose from.

Tips for Cloze Activities

1. Introduce students to Cloze procedures with oral activities. Read a passage aloud, pausing occasionally to encourage students to complete lines or phrases with appropriate and meaningful words.
2. Choose or write a text appropriate to the students' level of understanding. Leave the first sentence untouched. Delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways to decide possible words to delete (e.g., key words related to the topic of the sentence or words that have a particular grammatical function, such as all the adjectives or pronouns).
3. Replace the words with blanks of equal length so there is no clue as to the length of the deleted words.
4. Advise students to use any clues they can find in the text or any knowledge they have of the topic or language to try to discover what the missing words are.
5. Ask students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, students can discuss reasons for each choice and decide which suggestion is best. The sharing of ideas and of interpretation strategies is an important aspect of this instructional method.

Graphic Organizer Activities

➔ **For more information and blank templates...**
Appendix D:
German Language
Arts K to 12
Templates and
Blackline Masters

Graphic organizers can help students understand a concept and reduces the load on their short-term memories. Displaying a concept visually enables students to focus their attention on language development. Graphic organizers link the language and content, often forming a bridge to knowledge that the student may already have in his or her first language.

Using a graphic organizer to teach new concepts is an effective way to engage students in discussion and have them learn the essential vocabulary in a meaningful context.

Initial teaching about the use of graphic organizers should always include teacher modelling and discussion about the role of graphic organizers in helping students organize their thinking and in providing a base of information. For example, when showing students the process for using a genre map to analyze a mystery, read a mystery to the class and help students identify, on a large genre map at the front of the class, the mystery, the events, the main suspects, and the reasons for the suspicion. Discuss the key elements of a mystery and how relationships in a mystery might be represented. Students could then read a short mystery and complete their own maps. Further scaffolding might be accomplished by giving students a partially completed map or by providing support in picking out and placing information on the map.

After classroom practice with a variety of graphic organizers, students should be able to choose appropriate organizers related to their purpose, explain their choices, and use organizers effectively. For example:

- use webbing during a brainstorming activity to record thoughts in preparation for narrowing the topic
- use a compare and contrast map, such as a Venn diagram, for comparing climates or when comparing two versions of a story

Possible Student Learning Strategies:

Cognitive

- Use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- Look for patterns and relationships
- Use available technological aids to support language learning

Social/Affective

- Participate actively in brainstorming and conferencing as prewriting and postwriting exercises

☉ Brainstorming Webs

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Appendix D

Brainstorming is effective for generating lists of ideas and creating interest and enthusiasm for new concepts or topics. Students can also use brainstorming to organize their knowledge and ideas. Information gathered during brainstorming can serve as a starting point for more complex tasks, such as projects, outlines, mind maps, or decision making.

Tips for Brainstorming

1. Accept all statements. Emphasize quantity rather than quality.
2. Prohibit criticism—all ideas are accepted no matter how outrageous or far-fetched.
3. Do not allow discussion except for clarification.
4. Encourage participants to build on others' ideas.
5. Set a time limit.
6. First, generate ideas, and then combine and order them.
7. Brainstorming in German may not be possible until students develop a level of proficiency that allows them to express their ideas.

☉ Concept Map

Concept mapping can help students visualize how ideas are connected and lead to understanding of linguistic relationships and how knowledge is organized. The concept mapping process can improve students' oral communication, comprehension, and problem-solving skills. Concept maps identify key ideas to be learned and can be used to facilitate the learning of these key ideas, to review subject matter, or to summarize a unit or a lesson. When developing a concept map, the teacher and students identify a set of concepts associated with a selected topic. Concepts are ranked in related groups from general to specific. Related concepts are connected and the links can then be clarified with pictures, visuals, or with German words, phrases, or sentences.

☉ Decision Making (PMI Chart)

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Appendix D

Students can use Plus, Minus, and Interesting information (PMI charts) to compare and contrast situations, ideas, or positions. PMI charts give students a format for organizing information and evaluating their knowledge and ideas. For more information, see the PMI chart instructions in Appendix D.

☉ Decision Making (What I Have, What I Need)

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Appendix D

A decision-making model such as What I Have, What I Need offers a step-by-step process that encourages students to look for more than one solution, choose the best alternative, and develop an action plan for implementing their decision. By breaking down decision making into specific steps and taking the time to generate a variety of possible decisions, students at any grade level can become better, more creative decision makers.

☉ Flowchart

Flowcharts graphically depict a sequence of events, actions, roles, or decisions. They foster the development of logical and sequential thinking and promote the development of organizational and planning skills. Flowcharts can provide a useful outline for writing.

☉ Idea Builders

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Appendix D

Idea builders create a context for introducing or clarifying new concepts, such as developing an understanding of a particular value. They are especially helpful for English as a second language students or students with special needs who require support in understanding new concepts. Idea builders encourage students to:

- make connections between what they know and what they will be learning
- gather information related to a concept by identifying essential and nonessential characteristics or examples
- examine concepts from multiple perspectives
- develop inductive and divergent thinking
- focus their attention on relevant details

🕒 KWL Charts

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Appendix D or
Blackline Masters
S-107

KWL is a brainstorming strategy that encourages students to be active learners. Students begin by creating a chart with three columns. In the first column, students record the information they already **K**now about the topic. In the second column, students write a list of questions they **W**ant to answer about the topic (these questions provide the focus for reading). In the third column, students record the information they have **L**earned about the topic.

Tips for Using KWL Charts

1. List on the board, under “what we Know,” information students know or think they know about a selected topic. Next list questions students want to answer about the topic under “what we Want to know.”
2. While engaged in the planned activity, students are asked to keep in mind the information listed under “what we Want to know.”
3. After the activity is completed, students identify what they learned, and that information is listed under “what we Learned.” Students complete the activity by contrasting the information listed under “what we Learned” with that listed under “what we Want to know.”
4. Information gathered in a KWL chart can facilitate learning log reflections and goal setting for students.

🕒 Mind Maps

➔ For more information...
Appendix D

Mind maps are an easy way to represent ideas by using key words, colours and imagery. Their nonlinear format helps students generate, organize, and see connections among ideas. Mind maps integrate logical and imaginative thinking and create an overview of what students know and think about a topic. Webs are simple mind maps. Adding pictures, colours, and key words transforms them into more powerful tools for learning, for remembering, and for generating ideas.

🕒 Story Maps

Story maps are graphic representations of key story elements: character, plot, problem or goal, mood, setting, theme, and resolution. They provide visual outlines that help students to understand story elements and plot development and to remember story content.

Tips for Story Map Activities

1. Review the key story elements: plot, character, mood, setting, theme, and resolution. These elements can be recorded on an overhead or a chalkboard in chart form or in the form of a story map.
2. Students listen to or read a story or view a movie. Provide students with a template for a story map. Students fill in the key information as you model the process. Remind students that only the major events are to be recorded.
3. Model with older students how to use the key information to determine the theme. Have students record the theme in the appropriate space on the story map. Once students are familiar with story maps, they will be ready to use them on their own to analyze stories they read or movies they view.

☉ Triple T-chart

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Appendix D or
German Blackline
Masters S-64

T-charts can be used to help students organize their knowledge and ideas and see relationships between pieces of information. T-charts can have two, three or more columns. As students explore core values, T-charts can be used to create visual pictures of what those values look, sound, and feel like. T-charts can also be used to explore social issues, compare and contrast different situations, or investigate two or more aspects of any character and citizenship topic.

☉ Venn Diagram

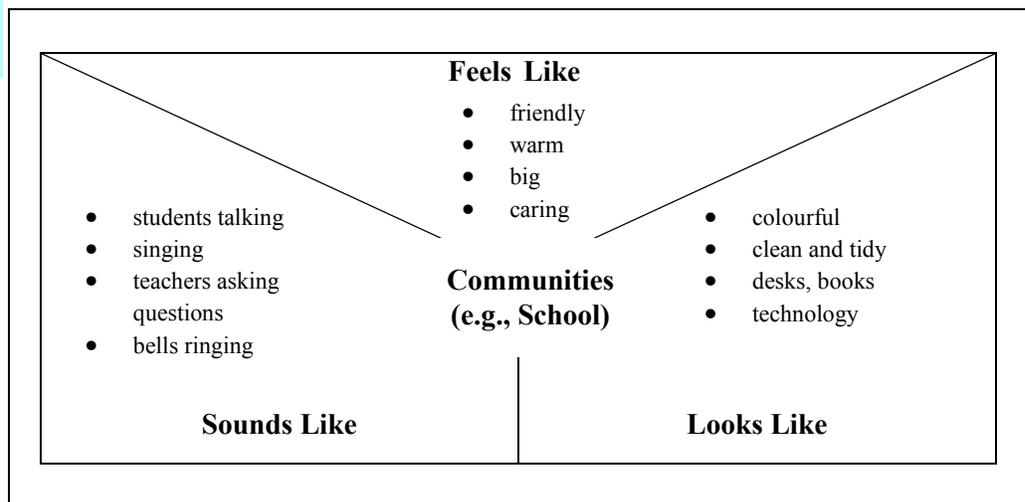
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Appendix D or
German Blackline
Masters S-69

A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in *Kindergarten to Senior 4 (Grade 12) German Language Arts: A Teacher's Resource of Templates and Blackline Masters*. (See <www.edu.gov.mb.ca/k12/cur/languages/german/deutsch/blms/index.htm>.)

☉ Y-charts

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Appendix D or
German Blackline
Masters S-64

Y-charts are graphic organizers that serve to organize ideas about what a particular topic sounds like, feels like, and looks like. For example:



Cooperative Learning Activities

➔ For more information...

Chapter 5:
Using Collaborative Learning

Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes. Success is based on the performance of the group rather than on the performance of individual students.

Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners.

Cooperative learning activities play an important role in increasing students' respect for, and understanding of, one another's abilities, interests, and needs. These activities promote risk taking and team building and develop group responsibility and social skills. Cooperative group work provides opportunities for students to take an active role in the language acquisition process, while allowing the teacher to be a "guide on the side."

Possible Student Learning Strategies:

Social/Affective

- Initiate and maintain interaction with others
- Work cooperatively with peers in small groups
- Work with others to solve problems and get feedback

Interactive

- Interpret and use a variety of non-verbal cues to communicate
- Repeat part of what someone has said to confirm mutual understanding

Tips for Cooperative Learning Activities

1. Create small, diverse groups to allow students to learn from one another's strengths and abilities.
2. Structure groups so success depends on each group member being responsible for some part of the task. Assign roles within each group. Rotate roles so that all students have an opportunity to experience each role.
3. Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help, reaching consensus, and completing a task within the allotted time. Provide opportunities for students to practise these skills and to receive feedback and reinforcement.
4. Allow students time to evaluate the cooperative learning process, both individually and as a group.

☉ Brainstorm Carousel

Brainstorming allows students to share their ideas in a collective manner. Ideas flow and build on one another as the group generates many ideas on a specific topic. The brainstorming process develops student vocabulary and creates an environment that encourages respect for others, as judgement is suspended on all the ideas presented.

In the “carousel” approach to brainstorming, students are divided into groups of four to six, depending upon the number of subtopics. Each group is provided with one sheet of chart paper and a different coloured marker so group contributions can be tracked by colour. Each group writes down as many ideas as possible within the designated time. Students then pass their chart paper to the next group. The groups review the ideas of the previous group and add their own. The chart paper circulates through all groups until it returns to its original group.

◎ Corners

In a corners activity, students express opinions and listen to the different points of view of their classmates. This helps to promote understanding of, and respect for, others.

To begin, announce what each corner of the room will represent. Actual objects or pictures can be placed in each corner to facilitate recognition. Ask a question and have students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and discuss their answers with the other students who chose that corner. A spokesperson from each corner is chosen to summarize and present the ideas discussed.

Example

When discussing holidays and celebrations, place a symbol representing a different celebration in each corner of the room—a Christmas ornament, a picture of a birthday cake, an Easter basket, and Family Day circled on a calendar page. Ask a question such as: *Which is the most important celebration/holiday for you and why?*

Students move to the holiday/celebration corner they feel is most important. The students in each corner discuss their ideas, then listen to and paraphrase ideas from all the other corners.

◎ Debate

A debate is a discussion in which arguments are presented for and against a statement or resolution. Debates can take place between two people or two teams, or can involve an entire class. One side defends the resolution by taking the affirmative view, while the other side (the opposition) argues against the resolution.

◎ Eight Square

This instructional strategy is useful for accessing and reviewing background knowledge and is particularly beneficial for students experiencing difficulty, as they are exposed to the information over and over again.

Eight square activities function like a scavenger hunt. Students are given a piece of paper divided into eight squares, each of which identifies a specific piece of information to look for. The eight squares can reflect questions about language, food, arts, or any topic of relevance. Students must then circulate around the room, seeking out classmates who can provide the information requested and sign the appropriate square. Finally, the teacher calls on a student to share the name and information from one square of his or her paper with the class. The person whose name appears in the square will be the next to share with the class. Individual students can be called on only once.

Example:

| Find someone who can: | | | |
|--|--|--|--|
| name the letters of the German alphabet | name three body parts in German | name four family members in German | sing you a simple song in German |
| identify a difference between his or her first language and German | name two modes of transportation in German | name three items of clothing in German | name a strategy for remembering new vocabulary |

◎ Focus Trio

Focus trio is used with oral comprehension (audio or video segments, guest speakers) or with written comprehension activities. It allows students to anticipate or predict the content of a presentation or text based on their previous knowledge. This strategy helps to build confidence and risk-taking behaviour.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or questions that they think will be answered. When they hear or read the text, students verify their predictions and write down any new information they find interesting. After the presentation, they discuss predictions and new information. A class discussion may follow.

◎ Informal Groups

Pairs or small groups are quickly formed to do a specific task in a short period of time. Students could brainstorm lists of words or ideas; express personal opinions on a film, a song, or a current event; or give a brief report on learning strategies they have recently tried. They could share German culture-related Internet sites they found useful and interesting.

◎ Inside–Outside Circle

In this activity, students form two concentric circles with the two groups facing each other. Each student works with the person facing him or her to discuss, describe or practise. Students then rotate to the right or left around their circle and repeat the activity until everyone has shared several times with different partners. The same procedure can be used to have students develop and pose their own questions. This instructional strategy is an effective way to encourage every student to participate while teaching skills and concepts that may require varying degrees of repetition for mastery, such as vocabulary acquisition and grammar.

Example

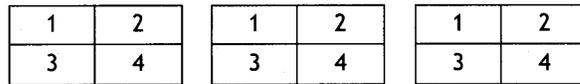
Each student is given a picture card with an illustration of an item from an area of experience, such as family, body parts, animals, or holidays. On a cue from the teacher, students rotate several places to the left or right and present their picture cards to their partners. Each student attempts to name the item depicted on the other's card. If a student is unable to answer, his or her partner provides the answer.

To allow for varying developmental levels, include the text on the back of the card and provide each student with a developmentally appropriate vocabulary to ensure that all students have learned at least one new vocabulary item.

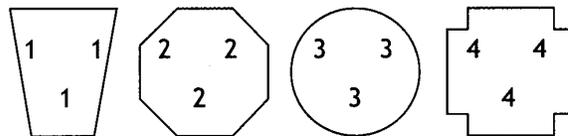
◎ Jigsaw

Jigsaw is a strategy for organizing cooperative learning groups to share the workload on larger projects.

Divide students into groups of four. These groups will be the students' home groups. Explain the project, outline student responsibilities, explain the skills that are to be developed and clearly explain how students will be assessed. Within the home groups, each student agrees to a particular role and becomes the "expert" on that role for their group.



The expert for a particular topic meets with fellow topic experts from the other home groups to form expert groups. In their expert groups, they work on their particular aspect of the project and decide how to present or teach this to the other members of their home groups.



Once students finish in their expert groups, they return to their home groups. They use what they have learned and teach it to the other group members, remaining the expert on that role for the group.

Jigsaw activities can help students explore program outcomes that relate to historical and contemporary elements of the culture and outcomes that focus on using strategies to maximize the effectiveness of their learning.

Tip for Jigsaw Activities

As groups work, observe student progress, record your observations for feedback, and intervene to assist if needed. Encourage the students to solve any problems collaboratively.

☉ Numbered Heads

This strategy is effective for reviewing material, checking for knowledge and comprehension, and tutoring. It develops team-building skills and provides a safe risk-taking environment since the group is challenged to arrive at a consensus. This situation is less threatening for students who are shy or have weaker oral skills.

Students are organized into groups of four, and the group members number off from one to four. Students are asked a question and are given time to collaboratively come up with an answer. Call out a number from one to four. The person assigned that number in each group raises his or her hand or stands up. Randomly select one of these students to answer. If the answer is incorrect, call on another of the selected students to give an answer.

☉ Round Robin

Students are divided into groups of four. When the signal to begin is given, each student, in turn, contributes an idea orally—a word, phrase, or sentence.

Example

Students are grouped into fours and asked to name the 12 months of the year. The first student starts by saying “*Januar*” (January). The next student would follow by saying “*Februar*” (February), and so, on until all 12 months have been named. Each student could then be asked to identify his or her favourite month.

☉ Talking Chips

Talking chips is a cooperative learning strategy that can be used effectively during group discussion. Each student is given one marker. When a student wishes to speak, he or she puts his or her marker in the centre of the group’s circle. A student cannot speak again until everyone in the group has placed his or her marker in the centre. When each student has had the chance to speak, the markers are retrieved and anyone can speak again by repeating the process. This strategy ensures that everyone has an equal opportunity to speak.

☉ Think–Pair–Share

In a think–pair–share activity, students think individually, turn to a partner and discuss in pairs (or trios), and then share responses with the large group. This type of sharing allows for flexibility and can easily be used throughout learning activities. Think–pair–share activities usually ask students to summarize, question, or clarify ideas. All students are accountable for listening actively and contributing to the group and/or the class, making this strategy valuable for students who rarely participate or for those who find active listening difficult. Also, as they share in pairs or in trios, students are exposed to peer models of language response and social behaviour.

◎ Three-Step Interview

This strategy maximizes student participation and is useful for predicting, hypothesizing, providing personal reactions, reinforcing content and summarizing learning.

Divide students into groups of four and then into pairs. Partner A interviews Partner B. Then the students reverse roles. Each student, in turn, shares with the group what he or she has learned in the interview.

◎ Three-to-One Technique

In the three-to-one technique, the teacher poses questions that allow at least three possible answers. In trios, each student gives one possible answer and a recorder for the group writes down the responses. Students with learning difficulties might respond with only one word but are still able to contribute to the group. The teacher then asks a follow-up question that challenges the students to agree on one best answer by discussing and possibly combining ideas. Each member must agree on the selected answer and be able to justify the answer to the class (Bellanca and Fogarty 1990).

Demonstration

Discuss and model particular skills or processes that help students acquire procedural knowledge (e.g., taking students step-by-step through the writing process or a particular learning strategy).

Possible Student Learning Strategies:

Interpretive

- Determine the purpose of listening
- Listen or look for key words
- Infer probable meanings of unknown words or expressions from contextual clues

Example

Demonstrate how to make *Zimtsterne*, how to play a game, how to introduce a student to the class, and so on.

Didactic Questions

Didactic questions ask for facts that focus on one topic. Effective didactic questions check for learning, tap into previous learning, and encourage creative thinking. They often begin with *who*, *what*, *where*, *when*, or *how*.

Possible Student Learning Strategies:

Interpretive

- Make connections between texts on the one hand and prior knowledge and personal experience on the other
- Summarize information gathered

Forming Learning Groups

Depending upon the nature of the task or the activity, the class can be divided into pairs, trios, quads and so on. The pairs or groups can be formed at random or can be predetermined. Once in pairs or groups, various group roles can be assigned, again at random or predetermined before the activity or task begins.

☉ Chalkboard List

This is a good strategy to use when students are finishing their work at different times. As students complete one assignment, they write their names on the chalkboard. When three names accumulate, they form a new group and move on to the next activity.

| | | | |
|---------|-----------|----|----|
| 1. Lee | 1. Eric | 1. | 1. |
| 2. Sam | 2. Haijia | 2. | 2. |
| 3. Rain | 3. | 3. | 3. |

☉ Pairing Up Partners

Partners can find each other by following a matching process. Use sets of cards with categories such as:

- opposites
- synonyms
- word associations
- first and last names
- one-half of a shape or a picture

☉ Random Groups

Students number off or they draw names, shapes, puzzle pieces or toothpicks out of a bag or hat. The matching process can also be used with categories such as:

- one's birthday month
- cities
- provinces
- seasons
- weather expressions
- various forms of a conjugated verb
- clothing
- playing cards

Gallery Walk

Gallery walk (Brownlie and Close 1992) is a process by which students use observation skills to gather data and draw conclusions about a topic. Gallery walk is frequently used with other learning strategies to allow students to view others' work, including representations, and process the content in preparation for further discussion or consensus building.

Tips for Gallery Walk Activities

1. The teacher or students construct displays representing various aspects of a topic. Displays may also be the result of individual student or small-group inquiries on a topic. One person serves as the curator and remains to explain the display.
2. Students are paired and directed to visit displays located around the room. Students are to observe the displays carefully, talking with their partners and recording their observations and the important points of their discussions. They then move on to the next display and repeat the procedure.
3. Students review their observation notes and then make individual lists of what they think are the most important observations.
4. Each student shares his or her individual list with someone other than the original partner and negotiates with a new partner to create a common list.
5. Each pair of students finds another pair of students and negotiates a common list for that group.
6. Follow-up might include written summaries, whole-class consensus, or short oral feedback sessions.

Games

➔ For more information...

Danesi, Marcel.
A Guide to Puzzles and Games in Second Language Pedagogy. Toronto, ON: OISE Press, 1985.

Once students have developed a level of comfort with the new language and environment, games can be an effective means of learning new vocabulary, reinforcing concepts and assessing literacy skills. It is important to develop a variety of games, for storage in learning centres, that involve the whole class, small groups, partners, individuals, teacher direction and independent use. Games are often:

- interactive
- cooperative
- competitive
- fun
- clearly defined by rules
- over at a predetermined point

Some examples of games frequently played by second language teachers are Simon Says, Around the World, Hangman, Go Fish and Twenty Questions.

Possible Student Learning Strategies:

Social/Affective

- Understand that making mistakes is a natural part of language learning
- Be willing to take risks and to try unfamiliar tasks and approaches
- Work cooperatively with peers in small groups

Tips for Games Activities

1. Target a particular language concept, such as a lexical field, a grammatical structure or a specific application, as the academic focus of the game.
2. Focus as much as possible on student-to-student interaction.
3. Allow for errors and lots of practice.
4. Use games to support what is being taught in class.

Gouin Series (Echo-acting)

For this strategy, prepare a series of six to eight short statements describing a logical sequence of actions that takes place in a specific context (e.g., getting up in the morning, cooking a meal, using the library, making a telephone call). These statements should all include action verbs and use the same tense and the same person throughout. Present the statements to the class orally, accompanying them with pantomime of the actions involved. The class responds first through mimicking the actions involved and later by imitating the statements while doing the actions. For example:

- I get up in the morning.
- I stretch.
- I walk to the bathroom.
- I brush my teeth.
- I comb my hair.
- I walk into the bedroom.
- I make my bed.
- I get dressed.

In preparing a Gouin series, it is useful to have simple props and visuals for at least some of the activities.

Group Roles

➔ For a blackline master...

Appendix C:
Group Roles Organizer

The roles in a cooperative learning group depend on the task. Before assigning roles, review the task and determine what roles are necessary for the group to be successful. Roles could include the following:

| | |
|--------------------------|--|
| Checker | Ensures that everyone understands the work in progress. |
| Encourager | Encourages everyone in the group to contribute, and offers positive feedback on ideas. |
| Materials Manager | Gathers the materials necessary to complete the task. At the end of the task, the materials manager returns the materials and turns in the group's work. |
| Observer | Completes a checklist of skills and strategies used for the group. |
| Questioner | Seeks information and opinions from other members of the group. |
| Recorder | Keeps a written record of the work completed. |
| Reporter | Reports on the group's work to the rest of the class. |
| Timekeeper | Watches the clock and makes sure the group finishes the task within the time allotted. |

When introducing roles to the class, explain and model them. Give students opportunities to practise. Emphasize that all roles are equally important and contribute to the success of the group.

Cooperative learning creates opportunities for students to learn and apply important social and communication skills. It enhances perspective, encourages higher-level reasoning, creates social support, and provides opportunities for students to participate in meaningful, thoughtful activity.

⊙ Random Roles

Pass out role cards to each group member or distribute coloured candy, shapes, buttons, beans or any collection of objects, where each object represents a particular role.

⊙ Group Assessment

→ For more information...

Chapter 8

There is some debate regarding the assignment of a group mark for cooperative learning activities. Spencer Kagan argues against using a group achievement mark for the following reasons.

- If grades are partially a function of forces that are out of the students' control (such as who happens to be in their group), that sends students the wrong message.
- Group marks violate individual accountability if individual students find ways to manipulate situations to their advantage.
- Group achievement marks are responsible for parent, teacher, and student resistance to cooperative learning.

Rather than awarding group achievement marks, Kagan suggests providing feedback in written form on students' cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. He also suggests asking students to set their own goals and use self-assessment to promote learning and improve social skills.

Group Assessment: Adapted from Spencer Kagan, "Group Grades Miss the Mark," *Educational Leadership* 52, 8 (May 1995), pp. 70, 71. Used with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.

Independent Study

➔ For more information...

Chapter 6:
Independent Study

Independent study can develop skills that enable students to become lifelong learners. The student or the teacher may initiate independent study activities that develop sound independent study habits. Students may work with a partner as part of a small group or alone. Independent study activities can be used as a major instructional strategy with the whole class, or in combination with other strategies. Such activities can be used with one or more individuals while the rest of the class is involved in another strategy.

Possible Student Learning Strategies:

Cognitive

- Find information, using reference materials such as dictionaries or textbooks

Metacognitive

- Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly
- Keep a learning log
- Make choices about how you learn

Tip for Independent Study

Assessment of the abilities students already possess is important before independent study begins. Specific challenges can be incorporated into independent study assignments to build upon and further develop individual capabilities.

Information Gap Activities

In information gap activities, students exchange information to solve a problem, gather information or make decisions. These activities can be done in pairs, be teacher-led or involve groups of students. They may be highly structured or fairly open-ended and are often used to reinforce previously learned vocabulary and structures.

Ideally, information gap activities are as close to real life as possible, using questions and answers the same as or similar to those found in real-life situations. Students will then have a purpose for exchanging information (e.g., a task to complete, a puzzle to solve or a decision to make).

Possible Student Learning Strategies:

Social/Affective

- Work with others to solve problems and get feedback on tasks

Interactive

- Indicate lack of understanding verbally or non-verbally

Tips for Information Gap Activities

1. Organize students in pairs, and identify and review vocabulary and structures that are needed to complete the activity. For example, the activity could use a basic question structure and the vocabulary associated with objects found in a classroom.
2. Provide Student A with a picture depicting a familiar scene, such as the inside of a classroom. Provide Student B with a picture of the same scene with some alterations (e.g., objects added and objects missing). Students ask each other questions in German to determine which objects are missing from their own picture. Students sketch in objects they discover are missing from their own picture. Once complete, students assess the accuracy of their communication by comparing their pictures.
3. Circulate through the classroom while the activity is in process. Record anecdotal notes of how each individual is demonstrating the development of skills in relation to the defined learning outcome(s). Notes should be ongoing through several classes to allow for tracking of skill development and the identification of any challenges a student might encounter.

Interviews and Surveys

Interviews and surveys can be conducted on almost any topic and aim to facilitate the development of language through application. They can be used to collect information from a defined sample of people to determine and report the frequency of particular responses to specific questions. Information collected may be strictly factual (e.g., month and year of birth, number of people in the family) or it could be more subjective (e.g., likes and dislikes, opinions on a specific topic). Simple factual surveys are recommended for beginners.

Possible Student Learning Strategies:

Interactive

- Interpret and use a variety of non-verbal cues to communicate
- Ask for clarification or repetition if you do not understand

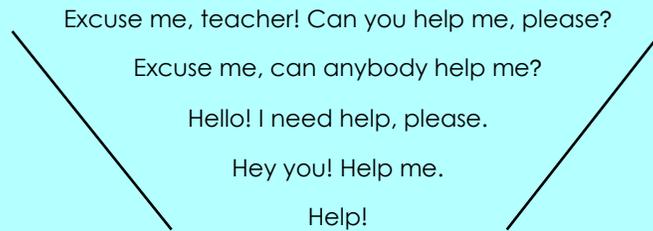
Tips for Interviews and Surveys

1. **Prepare:** Review the procedure with the class. Explicit teaching or review of structures for asking questions may be needed.
2. **Plan:** Collaboratively decide the purpose of the interview or survey and if questions will be oral or written. Formulate questions to ask, choose the sample of people to survey and divide the work among the students.
3. **Collect Data:** The interview/survey is conducted in the manner agreed upon (e.g., in person interviews—preferable for beginners, surveys by phone or email, surveys brought home).
4. **Organize and Display Data:** Once data has been collected, it should be compiled and displayed. Results are often displayed using a graph. The type of graph used will vary with the age and mathematical understanding of the students. With advanced planning, an interview/survey activity can be integrated with a topic from mathematics class.
5. **Summarize, Analyze, and Interpret Data:** For simple factual interview/survey results, these steps are relatively easy. If information about opinions or values has been gathered, there is more opportunity for discussion and differing interpretations. Students may present their interpretations orally or in writing.

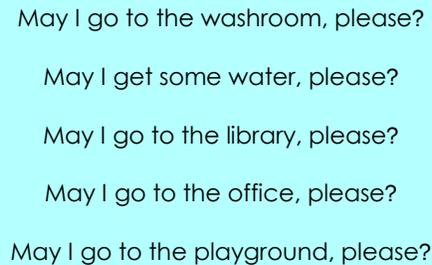
Language Ladders

Creating language ladders is an effective strategy for teaching essential classroom language. Essential language phrases are directly taught, usually at a rate of one each day. These phrases usually represent a series of different ways to express a similar idea or need, often in different registers, degrees of politeness, or social contexts (e.g., different ways of greeting people or giving praise or encouragement to group members). Language ladders are posted on the wall with accompanying visual cues, and language phrases are always grouped (like the rungs of a ladder) to show their relationships and to assist students in remembering their meanings.

Example A: Help Expressions



Example B: Classroom Permission



Possible Student Learning Strategies:

Cognitive

- Group sets of things together (e.g., vocabulary, structures with similar characteristics)
- Use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember

Productive

- Use words visible in the immediate environment

Learning Logs

➔ For more information...

Chapter 8:
Learning Logs

A learning log is usually a single notebook with various sections that provide places for students to journal (reflect) and log (record with purpose).

Students record their personal reflections, questions, ideas, words or expressions to remember, or the feelings they have about experiences in class. Ideally, such reflective thinking and writing is done on a regular basis and the teacher responds with oral or written advice, comments, and observations.

Learning logs are usually more objective, providing a place to record observations on learning activities, lists of books read or films watched, or notes on learning strategies.

Until students develop an appropriate level of proficiency in German and in reflective thinking and writing, they will need teacher guidance and will likely reflect in English. The transition to using more German and more independent reflection is made over time. Once the transition is made, reflecting becomes a strong and meaningful context for students' German use.

If students have little experience in reflective writing, it is a good idea to model the process by doing a collective journal on large chart paper. Begin by discussing the reasons for keeping a journal and ways that the journal can be used, so students understand the process and the purpose.

Tips for Learning Logs

1. Ask specific questions to guide students. Provide suggestions for topics.
2. Provide regular opportunities for students to write in their learning logs (reflective section)—perhaps a few minutes before or after an activity or at the end of each week.
3. Students choose whether or not to share their journal entries with the teacher or their fellow students. If students decide to share part or all of their journals, teachers can respond individually with questions or comments to extend thinking. **Since the primary purpose of a journal is not to practise writing, teachers should not correct the grammar, spelling, or punctuation in student journals.**
4. Encourage students to regularly reread what they have written in their journals and reflect on what they have written.
5. If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express meaning.

Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps students develop the language they need to write effectively about their learning.

Encourage students to retell, relate, and reflect by looking back, looking in, and looking forward.

Looking back (Retell)

What activities did we do?
 What did I learn?
 What did I expect to learn during the activity?

Looking in (Relate)

What did I like or dislike about the learning experience?
 How do I feel about what I learned?
 What questions or concerns do I have about what I learned?

Looking forward (Reflect)

What would I like to learn more about?
 What goal could I set for myself?
 How might what I learned help me in the future?

Possible Student Learning Strategies:**Metacognitive**

- Reflect on learning tasks with the guidance of the teacher
- Reflect on the listening, speaking, reading and writing process
- Keep a learning log
- Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Mini-lessons

Short lessons can efficiently deliver small amounts of information to students, such as aspects of culture or a grammatical structure. Mini-lessons are effective when they are limited to 10 to 15 minutes and incorporate group discussion and/or demonstrations and feature visual aids such as overhead transparencies or posters.

Possible Student Learning Strategies:**Cognitive**

- Listen attentively

Metacognitive

- Listen or read for key words
- Be aware of the potential of learning through direct exposure to the language

☉ Turn and Talk

Have students turn to a neighbouring student and discuss the mini-lesson they have just heard. Have them summarize the content of the lesson using a graphic organizer such as a concept map, a Venn diagram, or a flowchart.

Specify the organizer that best suits the topic or the content of the lesson or discuss with students which graphic organizer they think would work best and why. Discuss the resulting summaries as a class, and collaboratively develop a master organizer summary on the board.

Reading Instructional Strategies

Read-aloud, shared reading, guided reading, guided comprehension, independent reading, phonics, and word study give students opportunities to experience and enjoy authentic texts and to practise the skills and strategies necessary for fluency and comprehension.

Reading is a meaning-making process that involves a great deal of thinking, problem solving and decision-making by both the teacher and the student. Comprehensive reading instruction teaches the student to use a variety of skills to decode, read fluently and understand the text. No single skill in this complex interaction is sufficient on its own, and teachers must be careful not to overemphasize one skill at the expense of others. It is important that teachers understand the interdependent nature of the skills being taught, and that competent readers integrate all sources of information as they engage in reading meaningful texts.

Teachers should provide students with planned activities for before, during and after reading. For example:

- Before beginning to read, the teacher and students establish the purpose for reading. Together they consider what they already know about the topic or genre and use the title, headings, table of contents or index, and new, unfamiliar vocabulary to enhance their predictions.
- During reading, students respond to the text by searching for meaning, identifying the main ideas, predicting and verifying predictions, and building a coherent interpretation of the text. Students bring their experiences of the world and literature into the reading activity. The teacher directs the attention of students to subtleties in the text, points out challenging words and ideas, and identifies problems and encourages students to predict solutions.
- After reading, students reflect on their learning as they apply the knowledge acquired during reading or transfer that knowledge to the contexts (e.g., by retelling, summarizing, creating graphic organizers, or putting pictures in sequential order). With all of this instruction, the teacher provides continuous role modelling, coaching, guidance, and feedback, and is always building on students' prior knowledge and experiences. The teacher also ensures that students are focused and engaged in the reading process and monitors the time on task.

☉ Author's Chair

During author's chair activities, students read aloud their written drafts or compositions to their classmates. Listeners provide positive comments and constructive feedback to the author to assist future writing efforts. Writing is usually shared with the entire class, but occasionally authors read to small groups. A special chair or area of the classroom may be designated for this activity.

Tips for Author's Chair

1. Have the author face the audience and read a draft or completed composition. Have the author share accompanying illustrations and explanations with the audience. The audience uses active listening skills to convey respect for, and acceptance of, the author's efforts.
2. Have the author request comments or feedback about the piece from the audience. Encourage audience members to make positive comments related to the events, characters, or specific language used in the writing. Encourage the author to ask questions about the clarity and effectiveness of the writing as well as the use of vocabulary and language. Have the audience offer suggestions for revision or considerations for future work.

☉ Comprehension

Students learn comprehension skills and strategies in a variety of situations while accessing different levels of text and different text types. The focus of guided comprehension is on direction, instruction, application, and reflection.

To assist with student comprehension, provide focused instruction of comprehension skills and strategies such as:

- previewing
- self-questioning
- making links to self, text and others
- visualizing
- using graphophonic, syntactic, and semantic cueing systems
- monitoring, summarizing, and evaluating

Students then apply the comprehension skills and strategies in teacher-guided small groups and student-facilitated comprehension activities, such as literature circles, questioning the author, or reciprocal teaching.

Students work with varying degrees of support and use texts at their instructional levels and independent levels of reading. The teacher and students reflect on performance, share experiences, and set new goals for learning. The levelled texts and the organization of the small group will change as students' knowledge and reading skills increase.

☉ Guided Reading

Guided reading is a small-group, teacher-directed activity. It involves using carefully selected books at students' instructional levels. The teacher supports students as they talk, read, and think their way through the text. Students can be grouped for guided reading by reading ability or specific instructional goals. The group composition is fluid and changes according to the teacher's observations and assessments.

Through modelling and instruction, guided reading enables teachers to extend students' vocabulary development and their knowledge and use of appropriate comprehension strategies. It gives the teacher the opportunity to observe reading behaviours, identify areas of need, and allow students to develop more independence and confidence as they practise and consolidate reading behaviours and skills.

Guided reading provides a bridge to independent reading and can help students develop essential higher-order thinking skills.

◎ Independent Reading

During independent reading, students choose their own books according to their interests and abilities. The texts should be chosen carefully so that each student can read with a high degree of success. Students can be taught to select appropriate independent reading material and can share this task with the teacher. Emergent readers can use this independent reading time to practise reading small, predictable stories, as well as books that have been used in shared and guided reading.

When teachers plan independent reading for students, they need to provide them with time to engage in discussion and reflection. Independent reading is preceded and followed by discussion and dialogue with the teacher and/or peers. The teacher is always observing, listening, and gathering information about students' reading behaviours.

Independent reading provides opportunities for students to build self-confidence, reinforce skill development, enhance fluency, build memory for language structures and vocabulary, and promote comprehension and motivation to read. In addition, independent reading gives students time to acquire more information about a specific subject of interest.

◎ Phonics and Word Study

Research has shown that phonics and word study are valuable strategies for improving students' abilities to recognize words and decode text. Although these skills alone are not enough, they are essential building blocks for becoming an effective reader. They may be taught out of context but must be practised in authentic contexts, and reading material that is engaging and meaningful for students should be used.

Phonics is a systematic instructional approach that links the foundation of phonetic awareness with students' growing knowledge of letter-sound relationships to enable them to decode words and read. Instruction begins with the most common and more easily discerned letter-sound relationships and progresses to more complex spelling patterns, which include larger chunks of words, such as syllables. Teachers need to introduce the letter-sound correspondences in a planned, sequential manner so students have time to learn, practice, and master them. Letter formation is a part of phonics instruction that reinforces students' memories of letter-sound correspondences. To understand the usefulness of letter-sound correspondences and letter formation, students need to apply their knowledge by seeing, saying, and printing words in interesting and authentic contexts.

◎ Read-aloud

During read-alouds, read to the whole class or to a small group, using material that is at the listening comprehension level of the students. The content of the reading may focus on a topic related to a curriculum outcome in another subject area, such as mathematics, science, or social studies.

Reading aloud to students helps them to develop a love of good literature, motivation to pursue reading on their own, and familiarity with a variety of genres, including nonfiction. It provides them with new vocabulary and contributes to their oral and written language development. Reading aloud should occur every day in the early stages of reading instruction to stimulate the students' interest in books and reading.

☉ Readers' Theatre

Readers' theatre activities encourage students to work cooperatively by taking turns. These activities also support the development and practice of oral language skills by promoting pronunciation, intonation, and oral language fluency. In readers' theatre, students read aloud from scripts. They do not require special costumes, sets, props or music. Readers' theatre can be done as a whole class, in small groups or with partners.

Tips for Readers' Theatre Activities

1. Choose an appropriate story or script. Look for lively dialogue, clear prose, balance of parts, and an appealing theme. After some practice with scripts, students can adapt a story or poem of their choice.
2. Read the story or script to young students. Older students can take turns reading aloud.
3. Discuss and reflect on the story, characters, and author's intent or theme. For example: What did you think about the story? Why? How do you think the characters felt? How do you know what they were feeling? Why do you think they acted the way they did? How do you know? Can you give examples from the story?
4. Assign parts, or have students volunteer, and distribute scripts. Let many students play each part in turn. Write scripts on chart paper or on an overhead projector so students can be free to use hand movements and mime. Colour-code parts so that students can find them easily.
5. Read through the script. Allow students to ask questions, make comments, or react to the story. Discuss voice projection, intonation, good vocal expression, facial expression, and gestures.
6. Have students practise the script as a whole group or in pairs. In readers' theatre, narrators often stand and characters sit.
7. Share the readers' theatre with others.

☉ Shared Reading

In shared reading, guide the whole class or a small group in reading enlarged text that all the students can see (e.g., a big book, an overhead, a chart, or a poster). The text can be read several times, first for the students and then with the students joining in. Shared reading involves active participation and considerable interaction on the part of students and teachers.

Shared reading provides an opportunity to model effective reading, promote listening comprehension, teach vocabulary, reinforce letter-sound relationships and concepts about books and print, and build background knowledge on a range of subjects.

Shared reading provides a bridge to guided reading. It should occur daily in the early stages of reading instruction and less frequently in later stages.

☉ Storytelling

Storytelling activities provide opportunities for students to tell stories by using their own language rather than reading from a text. Students may retell familiar stories, or they may choose to tell stories they have read or written.

☉ Total Physical Response Storytelling

In total physical response (TPR) storytelling, students act out vocabulary they have recently learned in the context of entertaining, content-rich stories.

Possible Student Learning Strategies:

- | | |
|---------------------|--|
| Interpretive | <ul style="list-style-type: none">• Use gestures, intonation and visual supports to aid comprehension• Listen or look for key words |
| Productive | <ul style="list-style-type: none">• Use non-verbal means to communicate |

Tips for TPR Storytelling

1. **Practise and Teach Vocabulary:** Have students learn a selected group of vocabulary words through association with particular actions. Practise these actions with the students.
2. **Produce and Practise Vocabulary:** Once students know the vocabulary, have them pair up. One student reads the word and the other provides the corresponding gesture. Partners reverse roles and repeat.
3. **Perform a Story:** Narrate, aloud, a story that uses the various vocabulary words. As you narrate the story, students will listen and perform the actions to the vocabulary words when they hear them.
4. **Review the Story:** Ask students for their interpretations of the story they have just performed.
5. **Retell and Revise (Advanced):** Students build upon the story, using their existing language skills to embellish the plot, personalize the characters, and create revisions.
6. **Create Original Stories (Advanced):** Students prepare and act out original stories, using the selected vocabulary.

☉ Word Study

Word study gives students the opportunities to practise high-frequency words so that they can read them automatically (word identification), and to learn word-solving strategies so that they will be able to read partially familiar or unfamiliar words (word knowledge). Word study improves students' abilities to decode words independently, which is important for both fluency and comprehension. The teacher provides students with an organized environment that includes charts, lists, word walls, and other resources. Activities can involve the whole class, small groups, or students working independently, and may include searching for big words or mystery words; recognizing whole words, word parts, root words, and compound words; adding prefixes and suffixes; using known words to decode unknown words; and recognizing letter patterns.

Reflective Discussions

Reflective discussions encourage students to think and talk about what they have observed, heard, or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, stories, or illustrations. As students discuss information and events, they clarify their thoughts and feelings. The questions posed should encourage students to relate text content to life experiences and to other texts. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

Research Projects

Students may be involved in research projects individually, as partners or as members of small groups. Research projects are effective in developing and extending language skills. While doing research, students practise reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others.

Research projects can motivate students through active participation, greatly increasing understanding and retention. Students teach one another by describing what they are doing. These projects require students to use inductive reasoning. Students also reflect about their experiences and apply what they have learned to other contexts.

A research model can be used to provide students with a framework for organizing information about a topic.

Possible Student Learning Strategies:

Cognitive

- Use previously acquired knowledge to facilitate a learning task
- Use available technological aids to support language learning
- Use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember

Interpretive

- Prepare questions or a guide to note information found in a text

Role-Play

Children naturally use make-believe to explore roles and situations that they cannot experience directly. Role-play and simulation use this natural learning strategy to explore different aspects of various topics. In role-play, students assume a role (a character, a real-life or imaginary person, or an animal) and are placed in a situation or context. They act as if they were someone or something else. They experiment with what it feels like to be in someone else's shoes and, ideally, develop empathy for that character.

Some props may be used, but generally there are no sets, costumes, or makeup. Role-play may or may not involve writing a skit and then reading it or memorizing it for presentation. As students gain experience in role-play, they can take a more active role in planning and guiding the role-play activity.

Role-play is best used at the reinforcement or review stage of learning when students have a fairly good command of the vocabulary and structures but need some practice using them in relatively unstructured situations.

Possible Student Learning Strategies:

Metacognitive

- Rehearse or role-play language

Productive

- Use knowledge of sentence patterns to form new sentences

Tips for Role-Play

- 1. Outline the Situation:** Start by describing a problem to be solved, a conflict to be resolved, or a situation involving an unforeseen element. An element of tension can draw students in and impel them to respond and take action. Begin by using fairly routine situations (e.g., asking for directions, ordering a meal in a restaurant, or buying something in a store).
- 2. Provide Time:** Give students time to explore/research their characters' backgrounds, beliefs, habits, and opinions before they actually perform the role-play.
- 3. Teacher Involvement:** Assume roles such as chairperson or spokesperson, guide the role-play, and encourage students to participate.
- 4. Reflection:** Provide a period of reflection following the role-play. Students describe what they experienced and how they felt. Guide the discussion by asking questions and making comments, encouraging the students to think about their experiences. Students may also respond by drawing pictures to express their reactions.

Rules of Sound Activities

Plan activities in which students learn the rules that govern the sounds that letters and letter strings make or do not make. Introduce rules directly (consider dedicating a bulletin board to this) and walk students through reading and spelling examples. Then have students apply what they have learned. These rules can help students with reading and speaking, but it is important to introduce rules slowly and strategically (e.g., introduce each rule only when it is relevant to other learning). Also, consider having students identify similarities and differences in “sound rules” between their first and second languages.

Possible Student Learning Strategies:

Productive

- Mimic what the teacher says

Interpretive

- Use knowledge of the sound-symbol system to aid reading comprehension

Sharing Circle

In sharing circle activities, the teacher and students sit in a circle and share their thoughts on events and experiences. Sharing circles encourage students' participation as they develop oral language and gain confidence through the sharing of personal responses and ideas.

It is important that the rules for sharing circles are discussed prior to the first sharing circle, such as “sit in a circle,” “do not touch anyone,” “one person speaks at a time.”

Tips for Sharing Circle Activities

1. Sit comfortably in a circle with students so that everyone can see and participate.
2. Model the expectations and procedures before individual students begin to share their feelings about an event or experience. Validate all student responses.
3. It is acceptable for students to pass rather than give a response. Students take turns until all the students who wish to speak have spoken.

Sketch to Stretch

Sketch to stretch (Short, Harste, and Burke 1996) is a strategy that allows students to represent through drawing what they learned during reading, viewing, or listening. Students who are not risk-takers often experience success with this strategy, and the strategy provides an opportunity for students with different learning styles to respond in different ways. Students see that others have different interpretations of a selection, and new meanings and insights are gained.

Tips for Sketch to Stretch

1. Students read, view, or listen to a selection, either in a small group or as a class.
2. Explain to students that they can represent meaning in a variety of ways and experiment with different ways to represent meaning. Students think about what the story or video meant to them and draw a sketch.
3. Students share their sketches with their classmates. Give the students an opportunity to discuss the sketches and ask questions.

Slim Jims

Slim Jims are long, narrow pieces of paper that students use to record notes. Categories or headings relating to the topic are chosen and written on the paper. Details are recorded in point form as single words or simple phrases under the appropriate heading. This decreases the likelihood that students will copy whole sentences from reference material. The notes can then be used to write such things as reports, summaries, and oral presentations.

Visual Imaging

The practice of imaging or mentally visualizing objects, events, or situations is a powerful skill that assists students to construct meaning as they listen and read. As students read and listen to others, they incorporate their knowledge and previous experiences to form images of situations, settings, characters, and events. These images extend students' comprehension, enrich their personal interpretations, and stimulate unique ideas for oral expression and/or writing.

Imaging provides an opportunity for students to vicariously experience what they hear, read and write.

Word-Building Activities

Word building activities should be based on relevant vocabulary collected from reading, environmental print, or lexical fields. A simple word building activity involves taking the letters from a long word and scrambling them. Students then rearrange the letters to create smaller words that they record as they try to figure out the big word. Once a number of words have been generated and the big word has been unscrambled, students can use the words they have generated in word analysis activities.

🕒 Flash Cards



For more information...

Appendix B:
Vocabulary and
Classroom
Expressions

Most vocabulary words are learned through meaningful experiences (e.g., reading, environmental print), but it is still useful to spend some time working with words on flash cards. Initially, flash cards should display the words and associated pictures side-by-side, but later the flash cards can have pictures on the backs and then have no pictures at all. Students could also match word cards with picture cards. Flash cards are often used to teach nouns but can also be used for teaching verbs and adjectives. They should not be used to teach high-frequency words in isolation, as meaningful context is essential.

Possible Student Learning Strategies:

Cognitive

- Use mental images to remember new information
- Memorize new words by repeating them silently or aloud
- Place new words or expressions in a context to make them easier to remember

🕒 Making Words

Collect plastic letters or print letters on squares of paper to spell basic three- or four-letter words and collect or create accompanying picture cards (e.g., have the letters “B”, “a” and “ll” along with a picture of a ball to associate meaning with sound). In order, point to each letter, make its sound, and slide it into place until the word is formed. Repeat this action a couple of times, speeding up each time until the sounds run together and you are practically saying the word normally. Have students repeat your actions.

Possible Student Learning Strategies:

Metacognitive

- Make a plan in advance about how to approach a learning task
- Evaluate your performance or comprehension at the end of a task

Cognitive

- Look for patterns and relationships

◎ Personal Dictionaries

Personal dictionaries consist of words that are familiar and significant to individual students. Word sources include dictated stories and captions, journals and other writing efforts, as well as the students' own oral vocabulary. For language learning, personal word banks or collections of key words are valuable resources for expanding students' reading and writing vocabularies. A personal dictionary could be developed throughout the year and kept in a section of the students' learning logs.

Personal dictionaries should be organized alphabetically or by lexical field. Each entry in a personal dictionary should include a translation in the first language, along with examples of its correct usage or a picture.

Possible Student Learning Strategies:

Cognitive

- Make personal dictionaries
- Place new words or expressions in a context to make them easier to remember

Metacognitive

- Check copied writing for accuracy

◎ Word Walls

To create an environment rich in language, create a word wall that reflects developing vocabulary. Post the words in a way that allows them to be removed for reference or reorganization (e.g., sticky notes). Use the word wall as part of regular language learning activities. For example, add a word whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself. Organize and reorganize the wall based on the instructional focus (e.g., organize by spelling pattern, lexical field, meaning, usage).

Possible Student Learning Strategies:

Cognitive

- Group sets of things together (e.g., vocabulary or structures) with similar characteristics

Productive

- Use words that are visible in the immediate environment

Writing Instructional Strategies

◎ Writing Conferences

During writing conferences, the teacher guides one or more students through aspects of the writing process and provides specific feedback to students.

◎ Independent Writing

Independent writing occurs after the appropriate preparatory modelling, sharing, and talking. During independent writing, students write silently for an extended period of time.

Provide students with many opportunities to express their thoughts, feelings, and insights for a variety of purposes and audiences, using a range of forms including narratives, poems, plays, fantasy, science fiction, historical stories, children's books, songs, notes, messages, letters, journals, diaries (real or imaginary), anecdotes, dialogues, reports, presentations, learning logs, biographical sketches, requests, memos, summaries, reviews, record books, brochures, pamphlets, and others.

◎ Interactive Writing

Interactive writing is shared writing during which students also serve as scribes; they take turns holding the pen and writing letters and words for the message.

◎ Shared Writing

In shared writing, the teacher and students compose a piece of writing collaboratively. The teacher acts as an expert and scribes for students on large chart paper or on the board while demonstrating, guiding, and negotiating the creation of meaningful texts. The focus is on the craft of writing as well as writing conventions.

◎ Writing Aloud/Modelled Writing

During writing aloud/modelled writing, the teacher makes his or her thinking visible while composing and scribing in front of students by thinking aloud and modelling the writing process. Students see a demonstration of how writing works—planning, thinking, drafting, organizing, selecting words, forming letters, spelling, punctuating, revising, editing, and formatting.

Using Technology in the Classroom

Information and communication technologies (ICT) are processes, tools, and techniques that affect the way we can communicate, inquire, make decisions, and solve problems. Information and communication technologies are used for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting

Skills and processes involved in information and communication technologies can be related to learning strategies included in *Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes*, in particular the cognitive strategies. For example:

| ICT Skills and Processes | Cognitive Learning Strategy Examples |
|---|---|
| <ul style="list-style-type: none">• gathering and identifying information | <ul style="list-style-type: none">• find information, using reference materials |
| <ul style="list-style-type: none">• classifying and organizing | <ul style="list-style-type: none">• group sets of things (e.g., vocabulary or structures with similar characteristics) |
| <ul style="list-style-type: none">• summarizing and synthesizing | <ul style="list-style-type: none">• use word maps, mind maps, diagrams, charts, and other graphic representations to make information easier to understand and remember |

ICT Curriculum in German Language Arts Classrooms

German language arts students meet communication outcomes from the ICT curriculum as they access information in German through the Internet and as they exchange information and seek support and validation of their ideas through emails, chat rooms, and discussion forums.

Under the guidance and direction of their teachers, German language arts students meet foundational knowledge and operations outcomes by using ICT tools in appropriate ways and by understanding what tools can be best used for a specific task. For example, by using digital slide show software with multimedia features to present a project, students demonstrate knowledge of specific technology and use it in an effective way. Information and communication technologies not only allow teachers and students to use tools to enhance and/or support the learning of German, they also provide opportunities to expand communication horizons that bring cultures and worlds together.

Teacher- and Student-Oriented ICT Integration

Teachers are encouraged to consider different methods of integrating ICT in their planning and teaching (i.e., teacher-oriented integration and student-oriented integration).

Teacher-oriented Integration

As teachers face the challenges of meeting students' diverse needs and creating the best possible learning experiences for them, ICT tools and devices can be a useful support. ICT tools, such as databases and spreadsheets, allow teachers to plan and track student progress. Communicating with students is facilitated through email, chat rooms, and discussion forums. Electronically generated content can also be easily modified to meet the needs of individual students. Technology offers a wide range of possibilities for creating presentations with visual and audio components, and multimedia interactivity can be used to facilitate student practice and learning.

Student-oriented Integration

ICT can contribute to students' active participation in learning tasks. Online journals, blogs, personal websites, and shared content through digital devices are examples of how students can use technology for learning. German-based keyboard devices are also available and can be installed to access characters and fonts specific to the language.

Suggestions for Using Technology in the Classroom

The following chart illustrates how various technologies can be used to teach specific outcomes in the Grade 4 German language arts classroom.

| Technology | Specific Outcomes | Suggestions for Using Technology in the Classroom |
|---|---|--|
| Word processing | <p>4.2 (4.2.3) Enhance and Improve, enhance legibility; print or write legibly, using a style that is consistent in alignment, shape and spacing; demonstrate basic keyboarding skills</p> <p>6.5 (6.5.3) Language Use Strategies, productive</p> <ul style="list-style-type: none"> use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide detail when producing their own texts | <ul style="list-style-type: none"> Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning. |
| Spreadsheets | <p>1.1 (1.1.4) Discover and Explore, express preferences</p> <ul style="list-style-type: none"> collect and share favourite oral, literary and media texts | <ul style="list-style-type: none"> Students ask one another about their food preferences and create a spreadsheet to display the information. |
| Draw/paint/ graphic applications | <p>4.2 (4.2.5) Enhance and Improve, enhance presentation</p> <ul style="list-style-type: none"> combine illustrations and written texts to express ideas, feelings and information | <ul style="list-style-type: none"> Students create collages and other artwork, using electronic graphics and text. |
| Internet | <p>7.1 (7.1.1) Self-identity, recognize and appreciate various elements of the cultures of German-speaking peoples</p> <p>7.2 (7.2.3) German Culture, diversity</p> <ul style="list-style-type: none"> identify diverse elements of German culture in school and/or local community <p>6.4 (6.4.1) Language Learning Strategies, cognitive</p> <ul style="list-style-type: none"> use a variety of simple cognitive strategies, with guidance, to enhance language learning | <ul style="list-style-type: none"> Students search the Internet for information on the German culture worldwide, and then share the information in group presentations. |
| Email | <p>6.2 (6.2.4) Language Competence</p> <ul style="list-style-type: none"> produce, spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic | <ul style="list-style-type: none"> Students exchange emails with students from another German language arts class in Canada. |

| Technology | Specific Outcomes | Suggestions for Using Technology in the Classroom |
|--------------------------------|--|---|
| Multimedia applications | 6.1 (6.1.2) Linguistic Elements, vocabulary <ul style="list-style-type: none"> • use vocabulary and expressions appropriately in various contexts in the classroom and school environment | <ul style="list-style-type: none"> • Students use a CD-ROM German/English dictionary to look up words. |
| Clip art/media clips | 2.1 (2.1.1) General Comprehension Strategies, prior knowledge <ul style="list-style-type: none"> • make connections among texts, prior knowledge and personal experiences | <ul style="list-style-type: none"> • Students examine a variety of German media clips. |
| Audio equipment | 6.2 (6.2.1) Language Competence, listening <ul style="list-style-type: none"> • listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations 6.3 (6.3.3) Sociocultural/Sociolinguistic elements, variations in language <ul style="list-style-type: none"> • accept individual differences in speech | <ul style="list-style-type: none"> • Students listen to a variety of audio clips of German speakers from music, movies, television, and so on. |
| Video equipment | 6.3 (6.3.5) Sociocultural/Sociolinguistic elements, non-verbal communication <ul style="list-style-type: none"> • recognize that some non-verbal behaviours may be inappropriate in certain contexts | <ul style="list-style-type: none"> • Students view videos in which German speakers use non-verbal behaviours; then students video-record themselves miming the behaviours. |
| Digital cameras | 3.2 (3.2.4) Select and Process, access information <ul style="list-style-type: none"> • use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas 4.2 (4.2.5) Enhance and Improve, enhance presentation <ul style="list-style-type: none"> • combine illustrations and written texts to express ideas, feelings, and information | <ul style="list-style-type: none"> • Students create booklets that include digital photographs of classmates and of various objects found in the classroom (e.g., desks, displays, books). |

These technology devices and tools can be used to enhance existing lesson plans and can also be used as a basis for lesson plans. The sample lesson plan on the following page shows a lesson that integrates ICT outcomes.

Sample Lesson Plan with ICT Integration

Lesson Title: Our Class Booklets

Date: October 9 **Class:** 4-G

Outcomes

4.4 Present and Share, share ideas and information

- share information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation

6.2 Language Competence, writing

- produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations

6.5 Language Use Strategies, productive

- identify and use a variety of productive strategies

Possible Student Learning Strategies:

Use words that are visible in the immediate environment.

Lesson Description

Using a digital camera, take a photo of each student in the class. Give students a template to complete with personal information. For example,

Name (Name) _____.

Geburtstag (Birthday) _____.

Meine Freunde sind (My friends are) _____.

Zu meiner Familie gehören: (The people in my family are):

Ort oder Stadt: _____.

(place) city, country, place

Students import the picture to a Word document and type the information in the template. Documents are printed and displayed or bound in a book for students to read.

Differentiation of Instruction

yes not necessary

offer two levels of templates

Assessment

Create a checklist with the students that they can use to assess their entries.

Have students respond to the activity in their learning logs.

Materials

digital camera
computers
printer
paper
templates



Chapter 5

Students with Special Education Needs

Chapter Summary

Characteristics of Students with Special Education Needs
Differentiated Instruction
Using Collaborative Learning
Strategies for Students with Attention Difficulties
Strategies for Students with Memory Difficulties
Strategies for Students with Listening Difficulties
Strategies for Students with Reading Difficulties
Cognitive Strategy Instruction
The Importance of Motivation

Characteristics of Students with Special Education Needs

Each student with special education needs has an individual profile of abilities, needs, interests, and learning preferences. Some students with special education needs are able to master the grade-level programs of study with differentiated instruction and support strategies. Other students have more complex learning needs that require significant changes to the learning outcomes in the grade-level curriculum framework.

Students' special education needs can affect language learning in a variety of ways and have a variety of implications for classroom planning and instruction. For example, these students may be less likely to participate in classroom discussion, may have difficulty formulating and expressing ideas, and may find the task of writing difficult and stressful. On the other hand, these students may have strengths in the visual domain and often benefit from the use of graphic organizers, charts, and visual cues.

Individual Education Plans (IEPs)

➔ For more information...

Individual Education Planning: A Handbook for Developing and Implementing IEPs (Manitoba Education and Training 1998). Available online at www.edu.gov.mb.ca/k12/specedu/iep/index.

Every student who is identified as having special education needs must have an Individual Education Plan (IEP). This plan, usually coordinated by the student's classroom teacher, will contain information about the student's strengths and needs, relevant medical history, services that might be needed, educational goals and objectives for the year, required accommodations and strategies, and plans for transitions.

A student's IEP can provide helpful information for planning and adapting instruction in the language arts classroom. Any significant modifications of curriculum will be documented in the IEP. For example, a student with severe communication difficulties may have long-term goals such as establishing eye contact or initiating peer and adult interactions, and would focus on social outcomes to achieve these goals. On the other hand, a student with reading difficulties may be able to achieve most outcomes from the grade-level program of studies, but other outcomes, such as those related to reading in an additional language, may be modified.

The IEP will also contain required accommodations and instructional strategies. An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments, or participate in classroom activities. Accommodations remove, or at least reduce, the impact of a student's special education needs and give him or her the same opportunity to succeed as other students. Once a student has been identified as having special education needs, accommodations should be considered to ensure that the student can access the curriculum and learn and demonstrate new knowledge to the best of his or her ability.

The following accommodations are frequently used to support students with special education needs in Grade 4 to Grade 6:

- Arrange alternative seating (e.g., near teacher, facing teacher, at front of class, away from distractions).
- Allow more time for tasks or assignments.
- Reduce the volume of tasks required (e.g., fewer sentences to read, fewer vocabulary words).
- Reduce the demand for copying.
- Present fewer questions on a page, and provide more space for answers.
- Provide visual cues (e.g., draw arrows and stop signs on the student's paper to indicate what to do next or where to stop).
- Encourage the use of place markers, cue cards and writing templates.
- Encourage the use of a variety of writing instruments (e.g., pencil grips) and paper (e.g., graph paper, paper with lines, paper with raised lines).
- Allow the use of personal word lists or other print references.
- Provide checklists and/or picture cues of steps for longer tasks.
- Break tasks into small steps.

Differentiated Instruction

→ For more information...

Appendix C:
Examples of
General
Accommodations,
Examples of
Instructional
Accommodations

See also *Success for All Learners: A Handbook on Differentiating Instruction*, Manitoba Education and Training, 1996

Individual students with special education needs may require specific accommodations in the language arts classroom, but teachers can support the learning of all students by incorporating elements of differentiated instruction. Many of these sample strategies will be beneficial for a number of students, not only students with special education needs.

The term *differentiation* embraces a variety of instructional strategies that recognize and support individual differences in student learning. Differentiated instruction maximizes learning by considering students' individual and cultural learning styles, recognizing that some students will require adjusted expectations, and offering a variety of ways for students to explore curriculum content and demonstrate learning (as well as accepting that these different methods are of equal value). With differentiated instruction, the teacher creates learning situations that match students' current abilities and learning preferences but also stretch their abilities and encourage them to try new ways of learning. Differentiation can occur in the content, process, and/or products of classroom instruction.

Differentiating Content

Content consists of the knowledge, skills, and attitudes that students learn, as reflected in the general and specific learning outcomes of the curriculum framework. These outcomes identify what students are expected to achieve in the course of their language learning; however, individual students may vary in their language competence, their ability to apply the language in various situations, and their use of effective strategies.

Differentiation of content recognizes that, while all students are focusing on a general learning outcome, specific learning outcomes may differ for some students. Differentiating content allows students to learn developmentally appropriate concepts while working with developmentally appropriate materials.

There are three basic ways to differentiate content: parallel instruction, overlapping instruction, and additional or remedial instruction.

1. Parallel instruction

In parallel instruction, all students work toward the same general learning outcomes, but some students work on specific learning outcomes from different grade levels. This instruction often requires flexible grouping within the classroom.

2. Overlapping instruction

In overlapping instruction, some or all of a student's outcomes for the instructional activity are drawn from sources other than the standard subject-area curriculum and are based on goals identified in that student's IEP. For example, a student with a moderate or severe cognitive disability may work on his or her goal of using pictorial symbols to express basic requests within the classroom, while the other students use German vocabulary to do the same task.

3. Additional instruction

Additional instruction occurs when a student has unique learning needs that necessitate instruction in an area not required by other students, sometimes with direction from a specialist. For example, a student with learning disabilities may need additional instruction regarding phonemic awareness, decoding, or effective use of learning strategies.

Differentiating Process

Differentiating the process means varying learning activities or instructional strategies to provide appropriate opportunities for all students to explore new concepts. This may require developing a number of different ways that students can participate or providing adapted equipment or materials. Collaborative learning activities, learning centres, learning logs, individual goal setting, changing the pace and/or delivery of instruction, and using visual and verbal cueing are examples of differentiating process so that all students can be more active participants in the classroom.

Differentiating Products

→ For more information...

Appendix C:
Sample Text Forms

Differentiating products means varying the type and complexity of the products that students create to demonstrate their learning. Students working below grade level may have different or reduced performance expectations from their grade-level peers. For example, they may answer a question with a drawing instead of a written sentence. Allowing students choices for demonstrating their knowledge can also accommodate differing student abilities, interests, and learning preferences.

Program Planning for Differentiation

→ For more information ...

Appendix C:
Instructional
Planning Guide

Teachers can use a framework, such as the one described in the following steps, to plan for differentiation in the German language arts classroom.

1. Identify underlying concepts.

Teachers identify the concepts all students in the class should understand by the end of the lesson or unit. It is important to separate the concepts from the content used to develop these concepts. Different content may be necessary for students with different levels of skill; however, at the end of the learning activity all students should have a similar understanding of the concept, taking into consideration the level at which they are working.

2. Choose instructional strategies.

Present the concepts in such a way that all students are able to gain an appropriate degree of knowledge. Consider the following strategies for differentiating instruction.

- Present new material in short periods of time through varied activities.
- Use materials at a variety of difficulty levels for the whole group.
- Begin instruction at the individual student’s current level of functioning.
- Stand close to students who need extra help.
- Modify the pace of instruction.
- Simplify instructions.
- Write instructions on the board.
- Ask students to repeat instructions or paraphrase what has been presented.
- Demonstrate, model, or act out instructions.
- Complete the first example with students.
- Use a multisensory approach.
- Present concepts in as concrete a way as possible.
- Use pictures and concrete materials.
- Use different coloured chalk and pens.
- Break information into steps.
- Provide additional time to preview materials and/or complete tasks.
- Adapt the level of questioning.
- Use your advance planning organizers.

3. Choose strategies for student practice.

Use a variety of practice activities and, wherever possible, provide students with choices for their mode of practice. This may require adapting how students participate, providing adapted materials, or adapting goals for individual students. Each student should have the opportunity to participate meaningfully according to his or her skill level.

The following chart shows examples of different modes of student practice.

| Verbalize | Write | Create | Perform | Solve |
|---|--|---|---|---|
| <ul style="list-style-type: none"> • oral report • panel discussion • debate • games • brainstorming • oral questions and answers • interviews | <ul style="list-style-type: none"> • research papers • poems • essays • stories • diaries • plays • cookbooks | <ul style="list-style-type: none"> • diorama • collage • painting • model • pictograph • mural • bulletin board • games • inventions | <ul style="list-style-type: none"> • simulation • role-play • drama • pantomime • puppet show • radio commercials | <ul style="list-style-type: none"> • puzzles • problems • riddles • games • brainteasers • charades |

4. Choose strategies for assessment and evaluation.

→ For more information...

Chapter 8

Identify a variety of ways that students can demonstrate their mastery of the objectives and their understanding of the concepts. The criteria for evaluation should take into account the students' needs and abilities.

Using Collaborative Learning

→ For more information...

Chapter 4:
Cooperative
Learning Activities

Collaborative learning is a natural approach to differentiating instruction that can benefit both students with special education needs and their classmates. It can help to build positive peer relationships, increase students' feelings of responsibility for classmates, and encourage strategic learning by capitalizing on students' natural desires to interact. This approach gives students opportunities to learn new information in a supportive environment and to benefit from the experience and thinking of others. Often, students accomplish what they could not have accomplished alone. Collaborative tasks provide opportunities for language and culture learning specifically because students:

- participate actively in authentic situations
- externalize their knowledge, allowing them to reflect on, revise, and apply it
- notice gaps in their linguistic knowledge as they try to express themselves
- learn from the behaviour, strategies, and knowledge of more successful students (Swain 2001)

Teachers might consider using the following strategies to make collaborative learning as beneficial as possible.

Reflection

Create structured, reflective group activities in which students examine their own thought processes and explain how they reach a conclusion or arrive at an answer. Research suggests that students with learning difficulties are successful in collaborative settings only when this reflective element is incorporated (Scheid 1993). Furthermore, this kind of reflection and sharing during group discussions helps all students build higher-order thinking skills that are essential for language learning.

Social Skills

Teach and practise social skills within group contexts. To be successful, group members must get to know and trust one another, communicate accurately, accept and support each other, and resolve conflicts constructively (Johnson and Johnson 1994).

Accountability

Create situations in which each group member is accountable for his or her learning and group accountability is based on the achievement of group members. Research suggests that this accountability results in greater academic improvement for students with special education needs (Stevens and Slavin 1991).

Variety

Use a variety of different groupings and activities. See Chapter 4 "Cooperative Learning Activities" for some sample collaborative groupings and activities.

Strategies for Students with Attention Difficulties

Attention is the ability to focus on and encode relevant information, to sustain focus, and to carry out two or more tasks simultaneously. Attention also affects the regulation of mental energy and alertness.

Students experiencing difficulties with attention may:

- miss instructions
- respond with answers unrelated to the questions
- look attentive and focused but have trouble understanding and responding appropriately
- be easily distracted
- have difficulty inhibiting responses
- be impulsive
- move around or fidget
- have problems doing two tasks simultaneously (e.g., listening and taking notes)

Teachers might consider using the following sample strategies to support students who have attention difficulties.

1. Create structure to focus attention.

- Provide study carrels, earphones, and desks located in a quiet part of the classroom, or provide other physical accommodations to reduce extraneous stimuli.
- Encourage students to use a bookmark, ruler, or sheet of paper to cover the rest of the page when reading or reviewing directions.
- Limit materials on desks or in workspaces.
- Keep instructional group size as small as possible.
- Limit the number of oral instructions given at any one time, and follow up with printed instructions that include visual cues.

2. Give cues when students are to shift their attention.

- Keep tasks short and specific, and give only one instruction at a time. For example, say: “Read the first paragraph.” After it has been read, instruct: “Now answer question one.”
- Provide a list of tasks and have students check off each task as it is completed.
- Provide cues when there is a shift in activity. For example, when speaking to the class, stop and indicate information that students should write down.

3. Allow time for movement.

- Provide stretch or movement breaks as needed or make them part of the classroom routine. Arrange an area in the classroom where students can move around without distracting others. Give students the option of going to this area when they need a stretch break.

- Have students do regular errands in the classroom, such as passing out papers or putting materials away so they can move in the classroom in appropriate, helpful ways.
- Arrange non-distracting ways for students to move while involved in desk work. For example, replace a student’s chair with a large ball and have him or her bounce gently at his or her desk while working. Small inflatable cushions also provide students with an opportunity to move in their seats without distracting others.

4. Encourage students to maintain focus and mental energy.

- Provide periodic verbal prompts or visual cues to remind students to stay on task. For example, set an alarm to go off at specific intervals as a reminder to focus, or use recorded audio messages to remind students to check their work.
- Create guidelines for good listening skills and review these guidelines frequently (e.g., “Show me ‘listening.’ Eyes on speaker. Pencils down. Hands on desk.”).
- Reinforce listening skills and behaviours for all students by commending students who demonstrate these skills and describing what they are doing to be successful listeners.
- Place visual cues, such as stickers or checkmarks, at specific spots on worksheets as a signal for students to take a break.
- Use auditory cues, such as bells or timers, to indicate when to take a break or return to work.
- Place a time limit on homework. If elementary students are typically spending more than one hour a night on homework, this may be counterproductive and cause stress for the family. Encourage parents to contact the school if they have homework concerns.

5. Use low-key cues to correct inappropriate behaviour.

- Post reminders on students’ desks. When possible, have students design and make reminder cards. Simply walk by and point to the reminder. This works for such skills as:
 - asking politely for help
 - focusing on work
 - taking turns
- Collaborate with individual students to identify physical cues that indicate that a behaviour is interfering with learning. Cues should be unobtrusive and simple, such as a hand on the shoulder. This works for minor behaviours, such as interrupting or talking off topic.
- Use coloured file cards with key messages, such as “talk in a low voice” or “keep working.” If students need reminders, lay the cards on their desks, without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

6. Encourage students to attend to instructions.

- Enforce a “no pencils in sight” rule during class instruction and discussion times.
- Teach students to fold over their worksheets so only the directions show. This will physically slow down students and encourage them to attend to the instructions.
- Ask students to repeat instructions in their own words to a partner or the teacher.
- Ask students to work through a few questions and then check their work. For example, say “Do the first five and then raise your hand and we’ll check them together to make sure you are on the right track.”
- Hand out worksheets one at a time, when possible.
- Make a graph and have students record the number of correct answers (versus the number of completed answers). This will benefit students who might be more focused on quantity than quality.

Strategies for Students with Memory Difficulties

Memory is the ability to record new information, retain information for a short time, consolidate and use new knowledge and skills, and store information in long-term memory. Memory also involves retrieval and the efficient recall of stored ideas.

Students experiencing difficulties with memory may:

- be unable to remember colours and shapes despite repeated instruction
- be unable to recall information despite extensive studying
- frequently lose their belongings
- have problems remembering daily routines despite regular exposure
- have problems recalling facts and procedures, such as new vocabulary words or verb conjugations

Teachers might consider using the following sample strategies to support students who have memory difficulties.

1. Use instructional techniques that support and enhance memory skills.

- Provide one instruction at a time until students can remember and follow two consecutive instructions. Provide two instructions at a time until students can remember and follow three.
- Provide opportunities for students to see directions and other information. For example, take time each day to write and discuss the daily schedule on the board.
- Write down the main points on an overhead or on the board when giving verbal instructions.

- Present concepts concretely. Real-life examples add meaning and relevance that aid learning and recall. Concepts are easier to learn and retain when presented in familiar or authentic contexts.
- Assess student learning frequently and on shorter units of work. Use quick, short evaluations rather than formal, longer tests.
- Use language that is familiar.
- Provide cues that will help students recall details.

2. Integrate memory aids into each learning activity.

- Provide regularly scheduled reviews of procedures and concepts. For example, start each day by reviewing previously learned skills and ideas. Then present new skills and ideas. Before students leave for home, review the new information.
- Teach students to make lists of reminders regularly and note dates and assignments on a calendar.
- Teach mnemonics to help students recall concepts or facts. For example, use an acronym to describe how verbs are conjugated.

3. Provide multisensory cues to make information and skills easier to remember.

- Teach sound-symbol associations when introducing new vocabulary words. Say the name of the letter, its sound and a word that starts with that letter while looking at a picture of the word. Trace the letter on the desk, in the air or in a sand tray.
- Use visual cues, such as colour coding, photo and drawing sequences, charts, and videos.
- Use auditory and kinesthetic cues in combination. Combine songs with movement and dance patterns. Music and physical routines linked to fact learning can help students memorize faster and act as a cue for retrieving specific information.
- Incorporate hands-on learning experiences and demonstrations. Students learn and remember more effectively when they have opportunities to see and try out new information and skills in a variety of settings and contexts.

4. Set up classroom organizational systems and routines for easier access of information and materials.

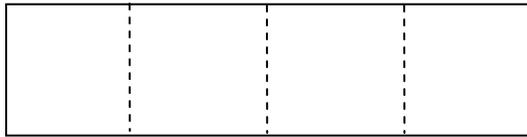
- Label class supplies and class work. Encourage students to use folders and binders with different colours or labels and with pictures to separate subject work or materials for each class. Ensure that students have their names prominently displayed on all personal supplies.
- Assist students with daily and weekly organization of their desks and workspaces by providing time to clean desks and organize homework at school.
- Build procedures into the day for recording information in day-timers or assignment books.

- Provide memory aids for frequently used information (e.g., key vocabulary words can be kept in a pocket on the sides of students’ desks). Schedules can be posted on the board or on the wall, and students can keep personal copies in their desks or notebooks.
- Tape simple cue cards of daily class routines on students’ desks.

5. Teach students strategies for memorizing specific pieces of information.

To learn and practise specific vocabulary or verb conjugations, students can use a fold-over strategy.

1. Have students fold a paper to make four columns.



2. They copy target vocabulary words in English in the first column.
3. They write the German words for each of the vocabulary words in the second column.
4. Students check their answers, correct mistakes, and fill in missing words.
5. They fold back the first column so the English words are not visible, and practise translating the other way. Looking at each of the German words they wrote in the second column, they write the English translation in the third column. Students check their answers against the original words in the first column.
6. Students repeat this process to translate the words back into German in the fourth column. A completed practice page might look like this:

| | | | |
|---------|------------|----------|---------|
| mother | Mutter✓ | mother✓ | Mutter✓ |
| father | Vater✓ | father✓ | Vater✓ |
| brother | Schwester✗ | brother✓ | Bruder✓ |
| | Bruder | | |

Strategies for Students with Listening Difficulties

Listening plays a crucial role in language acquisition. Listening for specific information helps language and culture learners internalize the rules of language. Learners also need frequent opportunities to use language by taking on the role of both listener and speaker. Through social interaction, students can make and clarify or confirm meaning, test hypotheses about the language, and receive feedback. Language and culture learning is best supported when regular classroom practice provides opportunities for interactive listening—listening that requires the student to take a more active role by requesting clarification or providing feedback.

All students will benefit from the development of effective listening strategies, but these strategies are particularly important for students who already have specific difficulties related to listening.

Teachers might consider using the following sample strategies to support students who have listening difficulties.

1. Provide students with appropriate expressions to clarify meaning and to confirm comprehension, such as:

- *Noch einmal, bitte?* (Could you repeat that, please?)
- *Ich verstehe nicht.* (I don't understand.)
- *Wie, bitte?* (Pardon?)
- *Was bedeutet _____?* (What does _____ mean?)
- *Können Sie es bitte noch einmal sagen?* (Could you say that again, please?)

2. Present information in a “listener-friendly” way. For example:

→ For more information...

Appendix C:
How “Listener-Friendly” Is My Instruction?

- reduce distractions for students
- clearly communicate expectations
- provide students with some form of organizer at the beginning of class
- consistently review and encourage the recall of previously presented information
- use cue words and phrases to signal important information
- use transitional phrases to cue and signal the organization of information
- highlight important information
- vary volume, tone of voice, and rate of speech to emphasize important ideas and concepts
- present information in many different ways
- repeat important ideas and concepts by rephrasing and using multiple examples
- write important ideas, key concepts, and vocabulary on the board
- use visual aids and objects to support the concepts and information that is presented
- provide examples and non-examples of concepts
- frequently check for understanding
- provide students with opportunities to discuss concepts with a partner or in a small group
- provide students with opportunities to work with and practise new skills and concepts
- create time for reflection at the end of the class
- briefly review the important concepts at the end of the class, and preview what will be happening the next class

3. Model and practise active listening strategies in class.

Active listening is the act of intentionally focusing on the speaker to engage oneself in the discussion or presentation. Encourage and cue students to show active listening by:

1. looking at the speaker
2. keeping quiet
3. keeping their hands and feet to themselves
4. keeping their bodies still
5. thinking about what the speaker is saying

Strategies for Students with Reading Difficulties

Research suggests that a student's first language is always present in his or her mind during second language learning; the second language knowledge that is created is connected in all sorts of ways with the first language knowledge. Mental reprocessing of second language words, phrases, or sentences into first language forms is a common cognitive strategy for language learners (Kern 1994). First language understanding is also used in more complex ways to think about and process what is being read in the second language. This means that students who have difficulty reading in their first language may have difficulty reading in a second language. Many students with special education needs may be reading below grade-level expectations and will require accommodations in this area.

Recent research related to language and culture reading has focused on the use of reading strategies. In one study, students who experienced difficulty with language learning were found to rely extensively on phonetic decoding, while more successful students used strategies that called on general background knowledge (e.g., inferences, predictions, and elaborations) (Chamot and El-Dinary 1999). This research suggests that teachers can help students become more effective second language learners by helping them be more flexible with their first-language reading strategies and more effective at monitoring and adapting their strategies.

Teachers might consider using the following sample strategies to support students who have reading difficulties.

1. Create extra support for students with reading difficulties.

- Pair readers who are less able with competent readers and have them read and complete assignments together.
- Provide students with picture dictionaries to help them find and remember vocabulary.
- Photocopy reading material for students and use opaque tape to cover new or difficult words. Write simpler or previously learned vocabulary on the tape. This is also effective for reading materials that contain many idioms, metaphors, or unfamiliar figures of speech.

2. Teach students specific reading strategies.

- Have students use text-content strategies such as making connections to previous knowledge or experiences, making predictions about what will happen in a text, and asking questions about the text. Have students use these strategies before, during, and after reading to identify, reflect on, understand, and remember material they are reading.
- Have students use decoding strategies, such as highlighting different parts of a sentence in different colours (e.g., nouns in green, verbs in yellow) to break down and decode sentences.
- Have students use cognitive and metacognitive strategies to monitor comprehension, such as pausing after each sentence or paragraph and asking "Does this make sense to me?"

- Have students use strategies for dealing with unfamiliar vocabulary, such as the “Read Around” strategy:
 1. Skip the word and read to the end of the sentence.
 2. Go back and read the whole sentence again.
 3. Look at the beginning of the word for letter-sound clues.
 4. Think: “What word would fit here?”
 5. Try out a word in the sentence. Does this word sound right? Does this word make sense? Does this word match the letter clues?
 6. Look at the picture for a clue, if there is one.
 7. Ask someone.

Cognitive Strategy Instruction

Research in the field of cognitive psychology suggests that the differences between students who are successful and students who struggle may be related in part to what students understand about the learning process. From this perspective, learning is a knowledge domain, similar to science or history. The more knowledge a student has about how to learn, the more efficient his or her learning is likely to be. This knowledge includes an understanding of when and how to use cognitive strategies—tactics that support learners as they develop and internalize procedures for performing higher-level tasks. Cognitive strategies encourage students to take ownership of their own learning. Teaching cognitive strategies can help students with learning difficulties become more active and purposeful learners, thinkers, and problem solvers.

Strategy instruction is initially teacher-driven, with the teacher providing structured opportunities to learn, practise, and develop strategies; however, students should be encouraged to become aware of and monitor their own strategic processes as much as possible. Students need to know the purpose and limitations of the strategies, as well as when and where to use different strategies, so that they can eventually learn to rely on themselves rather than on the teacher.

Consider the following guidelines for teaching cognitive learning strategies:

- Match strategies to the requirements of the learning task. For example, if the goal of the learning task involves retaining the main ideas in a piece of factual writing, the student might be directed to use a chunking strategy to increase the amount of information held in short-term memory. The strategy must be developmentally appropriate for the student.
- Provide strategy instruction consistent with the student's current knowledge and skill level.
- Provide opportunities for extensive practice in strategy use. Practice helps students to spontaneously use the strategy and apply the strategy across a wide range of content areas and situations. Students benefit from both guided and independent practice.
- Prompt students to use specific strategies at appropriate times. Some students with learning difficulties may require explicit prompting to help develop their abilities to transfer the strategy to different but related tasks (Gagne and Driscoll 1988).

The Importance of Motivation

One of the most important factors in determining the rate and success in acquiring an additional language is motivation (Dornyei and Csizér 1998). Even with appropriate curricula, good teaching, and inherent abilities, students cannot succeed without sufficient motivation. High motivation can make up for considerable difficulties in language aptitude.

Often closely related to motivation is the issue of language-learning performance anxiety, in which previous negative experiences create ongoing feelings of apprehension for students. Language learners who are overly anxious about their performance are often less motivated to perform in ways that bring attention to themselves in the classroom or in natural language-use settings. Language anxiety is associated with difficulties in listening comprehension, vocabulary acquisition, and word production, and generally lower achievement in language learning (Horwitz, Horwitz, and Cope 1986; MacIntyre and Gardner 1991).

Teachers might consider using the following sample strategies for improving and maintaining the motivation of students in the language arts classroom.

1. Include a sociocultural component in classroom instruction.

- Show authentic films or video clips, and play culturally relevant music.
- Promote student contact with language speakers by arranging meetings with individuals in the community, organizing field trips or exchange programs, or finding pen pals or email friends for students.

2. Develop students' cross-cultural awareness.

- Focus on cross-cultural similarities and not just differences, using analogies to make the unknown familiar.
- Use culturally rich teaching ideas and activities.
- Discuss the role that learning an additional language plays in the world and its potential usefulness both for the students and their communities.

3. Develop students' self-confidence and decrease anxiety.

- Provide regular encouragement and reinforcement. Highlight what students can do rather than what they cannot do.
- Create a supportive and accepting learning environment by encouraging the view that mistakes are a part of learning. Tell students about your own difficulties in language learning and share the strategies you have used to cope with these difficulties.
- Make sure that students regularly experience success and a sense of achievement. For example, break down tasks into smaller, more manageable units so that students experience success with each step. Balance students' experiences of frustration by providing easier activities, and complete confidence-building tasks before tackling more difficult tasks and concepts.
- Provide examples and descriptors of accomplishment. Point out small successes.

4. Help students increase their successes.

- Help students link past difficulties to controllable elements, such as confusion about what to do, insufficient effort, or the use of inappropriate strategies, rather than to a lack of ability.
- Match the difficulty of tasks to students' abilities so that students can expect to succeed if they put in a reasonable effort.
- Encourage students to set their own goals that are achievable and specific (e.g., learning 10 new German words every week).
- Teach students learning and communication strategies, as well as strategies for problem solving.

5. Increase students' interest and involvement in tasks.

- Design or select varied and challenging activities. Adapt tasks to students' interests, making sure that something about each activity is new or different. Include game-like features, such as puzzles, problem solving, overcoming obstacles, elements of suspense, or hidden information.
- Use imaginative elements that will engage students' emotions.
- Personalize tasks by encouraging students to engage in meaningful exchanges, such as sharing information, personal interests, and experiences.
- Make peer interaction (e.g., pair work and group work) an important component of instructional organization.
- Break the routine by periodically changing the interaction pattern or seating plan.
- Use authentic, unusual, or exotic texts, recordings, and visual aids.

6. Increase the students' sense of satisfaction.

- Create opportunities for students to produce finished products that they can perform or display. For example, make a wall chart of what the group has learned and use it to celebrate successes.
- Provide students with authentic choices about alternative ways to complete tasks. Invite students to design and prepare activities themselves and promote peer teaching.
- Show students that you value second language learning as a meaningful experience in your own life, sharing stories about your personal interest in and experience with second language learning.
- Connect the task with things that students already find satisfying or valuable.

By providing students with learning experiences that create a sense of competence, enjoyment, and belonging, teachers can increase the motivation and success of all students. When motivation is combined with appropriate accommodations and differentiated instruction, students with special education needs can gain valuable knowledge, skills, and experiences.



Chapter 6

Students Who Are Gifted

Chapter Summary

Characteristics of Students Who Are Gifted
Implications for Learning and Teaching
Advanced Thinking Processes
Mentorships
Providing Additional Opportunities

Characteristics of Students Who Are Gifted

Each child who is gifted has an individual profile of abilities, needs, interests, and learning preferences; however, there are a number of general characteristics associated with giftedness that become apparent early in life. Some of these characteristics appear in students at all ability levels, but they are more prevalent in students who are gifted. For instance, many students demonstrate heightened sensitivity and perfectionism, but in students who are gifted these tendencies are more predominant and appear at more extreme levels.

Common Intellectual Characteristics of Gifted Students

| Trait or Aptitude | Behavioural Examples |
|--|--|
| Advanced Intellectual Achievement | <ul style="list-style-type: none">• Takes great pleasure in intellectual activity.• Has high aspirations.• Easily grasps new ideas and concepts and understands them more deeply than same-aged peers.• Easily memorizes facts, lists, dates, and names.• Enjoys playing challenging games and making elaborate plans.• Appears bored or impatient with activities or people. |
| Motivation and Interest | <ul style="list-style-type: none">• Requires little external motivation to follow through on work that initially excites.• Demonstrates persistence in pursuing or completing self-selected tasks in and out of school.• Develops interests independently.• Has unusual or advanced interests in a topic or an activity, but may move quickly from one activity or interest to another.• Asks a lot of questions—one after another.• Asks tough questions about abstract ideas like love, relationships, and the universe.• Has a great deal of energy and may need constant stimulation. |
| Verbal Proficiency | <ul style="list-style-type: none">• Talks early and pronounces words correctly from the start.• Develops a large and advanced vocabulary, and uses complex sentence structures.• Makes up elaborate stories.• Enjoys memorizing and reciting poems and rhymes.• Teaches himself or herself to read.• Easily and spontaneously describes new experiences, and explains ideas in complex and unusual ways. |
| Problem-solving Ability | <ul style="list-style-type: none">• Thinks logically, given appropriate data.• Uses effective, often inventive strategies for recognizing and solving problems.• Devises or adopts a systematic strategy to solve problems, and changes the strategy if it is not working.• Reasons by analogy, as in comparing an unknown and complex process or scenario to a familiar one (e.g., design and build a robotic arm to function as a human arm).• Extends prior knowledge to solve problems in new situations or applications.• Creates new designs and inventions.• Shows rapid insight into cause-and-effect relationships. |

| Trait or Aptitude | Behavioural Examples |
|-------------------------|---|
| Logical Thinking | <ul style="list-style-type: none"> • Enjoys counting, weighing, measuring, and categorizing objects. • Loves maps, globes, charts, calendars, and clocks. • Prefers his or her environment to be organized and orderly. • Gives (or demands) logical, reasonable explanations for events and occurrences. • Comes up with powerful, persuasive arguments for almost anything. • Complains loudly if he or she perceives something as unfair or illogical. |
| Creativity | <ul style="list-style-type: none"> • Comes up with new ideas and concepts on his or her own, and applies them in creative and interesting ways. • Uses materials in new and unusual ways. • Has lots of ideas to share. • Creates complicated play and games, or adds new details and twists to stories, songs, movies, and games. • Responds to questions with a list of possible answers. • Escapes into fantasy and appears to have trouble separating what's real from what's not. • Goes off in own direction rather than following instructions. • Spends a lot of time daydreaming or thinking, which may be perceived as wasting time. • Makes up elaborate excuses or finds loopholes to evade responsibility for own behaviours. |

Common Affective Characteristics of Gifted Students

| Trait or Aptitude | Behavioural Examples |
|-------------------------------|--|
| Heightened Sensitivity | <ul style="list-style-type: none">• Experiences emotions strongly and may be emotionally reactive.• Reacts strongly and personally to injustice, criticism, rejection, or pain.• Demonstrates, at an early age, an understanding and awareness of other people's feelings, thoughts, and experiences, and can be upset by other people's strong emotions.• Is easily excited or moved to tears.• Appreciates aesthetics and is able to interpret complex works of art.• Shares feelings and ideas through one or more of the arts.• Is extremely observant and able to read nonverbal cues.• Exhibits heightened sensory awareness (for example, is over-selective about food and clothing choices).• May become fearful, anxious, sad, and even depressed.• Responds emotionally to photographs, art, and music. |
| Heightened Intensity | <ul style="list-style-type: none">• Is energetic and enthusiastic.• Becomes intensely absorbed in various pursuits, sometimes ignoring school responsibilities as a result.• Has strong attachments and commitments.• Goes further than most students would to pursue an interest, solve a problem, find the answer to a question, or reach a goal.• Collects things.• Is extremely persistent and focused when motivated, but has a limited attention span for things that are not of interest.• Appears restless in mind and body.• Gets easily frustrated and may act out. |
| Perfectionism | <ul style="list-style-type: none">• Sets high (often unrealistic) expectations of self and others.• Is persistent, perseverant, and enthusiastically devoted to work.• Gives up if own standards are not met or if a mistake is made.• Is self-evaluative and self-judging.• Experiences feelings of inadequacy and inferiority, and desires frequent praise and reassurance.• Becomes extremely defensive of criticism. |
| Introversion | <ul style="list-style-type: none">• Has deep feelings and a complex inner life.• Is reflective and introspective.• Focuses on inner growth through searching, questioning, and exercising self-corrective judgment.• Is knowledgeable about own emotions.• Withdraws into self rather than acting aggressively toward others. |

| Trait or Aptitude | Behavioural Examples |
|--|--|
| Moral Sensitivity and Integrity | <ul style="list-style-type: none"> • Is concerned about ethical issues at an early age. • Has strong moral convictions. • Is capable of advanced moral reasoning and judgment. • Places a strong value on consistency between values and actions in self and others. • Is extremely aware of the world. • Is altruistic and idealistic (desires to enhance caring and civility in the community and in society at large). • Assumes responsibility for others and self. |
| Sense of Humour | <ul style="list-style-type: none"> • Makes up riddles and jokes with double meanings. • Makes up puns and enjoys all kinds of wordplay. • Plays the class clown. • Can be disruptive or get frustrated when others don't "get it." • Does not understand or seem to appreciate the humour of other students. |

Asynchronous Development

Asynchronous development can also be a characteristic of giftedness. Asynchrony means that the rates of intellectual, emotional, and physical development are uneven. This means that students who are gifted may be significantly out of developmental step with their same-age peers.

Students with asynchronous development:

- may be more complex and intense than same-age peers
- may feel incompatible with other students their age and with learning and recreational activities designed for their age group
- appear to be different ages in different situations, which could result in difficulties adjusting emotionally and socially

These tendencies increase with the child's degree of giftedness. Students who experience asynchronous development need a sensitive and flexible approach from teachers in order to develop to their full potential. The greatest need of these students is an environment where it is safe to be different.

Implications for Learning and Teaching

➔ For more information...

Promising Partnerships: a Bibliography (Manitoba, Education, Training and Youth, 2001)

For some children who are gifted, a combination of the characteristics mentioned on the previous page may lead to difficulties with peer relations, avoidance of risk-taking, or excessive self-criticism.

To address these concerns, consider how students' individual characteristics are linked to specific learning needs. The following chart illustrates sample characteristics and the learning needs that may be associated with them.

| Characteristic | Learning Need |
|---|---|
| <ul style="list-style-type: none">• unusual retentiveness• advanced comprehension | <ul style="list-style-type: none">• exposure to quantities of information• access to challenging learning activities |
| <ul style="list-style-type: none">• varied interests• high level of verbal skills | <ul style="list-style-type: none">• exposure to a wide range of topics• opportunities for in-depth reflection and discussion |
| <ul style="list-style-type: none">• accelerated pace of thinking• flexibility of thought processes | <ul style="list-style-type: none">• individually paced learning• challenging and diverse problem-solving tasks |
| <ul style="list-style-type: none">• goal-directed behaviours• independence in learning• analytical thinking• self-motivation• emotional sensitivity | <ul style="list-style-type: none">• longer time-spans for tasks• more independent learning tasks• opportunities for higher-level thinking• active involvement in learning• opportunities to explore and reflect on affective learning |
| <ul style="list-style-type: none">• interest in adult issues• holistic thinking• avid reader | <ul style="list-style-type: none">• exposure to real-world issues• integrated approach to learning• access to diverse materials |

Characteristic/Learning Need Chart: This chart adapted from the Department of Education, State of Victoria, *Bright Futures Resource Book: Education of Gifted Students* (Melbourne, Australia: Department of Education, State of Victoria, 1996), p. 30. Copyright owned by the State of Victoria (Department of Education and Early Childhood Development). Used with permission.

Individual Education Plans (IEPs)

All students who are identified as having special education needs, including students who are gifted and talented, require Individual Education Plans (IEPs).

A student's IEP will contain essential information about the student's strengths and needs, current level of performance, specialized assessment results, recommended supports, and instructional strategies that will be most effective for the student. The student's learning team will also develop a number of long-term goals and measurable objectives (usually one to three per year for a student who is gifted).

Teachers of an additional language are important members of the learning team. Participating in planning meetings and becoming familiar with information in the IEP will allow teachers to actively support a student's long-term goals and success across subject areas.

Flexible Pacing

Flexible pacing allows students to move through the curriculum at their own rate; it lowers repetition and potential boredom by reducing the amount of time students must spend on outcomes they have already mastered. Completing outcomes in a reduced timeframe provides more time for students to participate in more challenging activities.

How to Successfully Implement Flexible Pacing

1. Identify learning objectives for the whole class according to the curriculum framework.
2. Pretest the entire class to identify students who would benefit from an opportunity to work at a faster, more independent pace.
3. Plan appropriate alternative activities.
4. Eliminate unnecessary practice and review activities for those students who have mastered the material.
5. Keep accurate records of activities and assessments to ensure individual students have the opportunity to explore all learning outcomes.

How to Successfully Implement Flexible Pacing: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 32) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

Enrichment Strategies

The following section outlines sample enrichment strategies that teachers can use to differentiate the planning and delivery of instruction.

| Grade/Curriculum Focus | Whole Group Activity | Suggestion for Differentiation |
|---|---|---|
| Grade 4 <ul style="list-style-type: none">developing reading skills in German | <ul style="list-style-type: none">Class reads a grade-level story and discusses. | <ul style="list-style-type: none">Students read a story written above grade level and develop a graphic organizer to illustrate understanding. |
| Grade 5 <ul style="list-style-type: none">exchanging basic personal information (e.g., name, age) | <ul style="list-style-type: none">Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They share a reading of their script with the class. | <ul style="list-style-type: none">Students interview community members who speak German, write about what they learned from the interview, and then introduce the community members to the class. |
| Grade 6 <ul style="list-style-type: none">explore the use of language for imagination, humour, and fun | <ul style="list-style-type: none">Students play a variety of traditional sports or games in German. | <ul style="list-style-type: none">Based on their research and understanding of the language and culture, students develop a new game and teach it to the class in German. |

Alternative Learning Activities

Alternative activities challenge students who have already mastered the learning outcomes in the grade-level program of studies. These activities can take many forms and should challenge the students' thinking abilities and push them to engage more deeply in the content area.

→ For a blank template...

Appendix C:
Alternative
Learning Activities
Menu

Alternative learning activities provide different types of learning tasks that may be more challenging and appropriate for students who are gifted. Some topics can be developed into a series of challenging learning activities organized in an alternative learning activities menu. Students can choose a number of activities from the menu to complete independently or with a partner during class instruction time. See the following sample menu.

Alternative Learning Activities Menu

Complete three activities to create a horizontal, vertical, or straight line. If you choose to use the “Your Idea” box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

| | | |
|---|---|--|
| <p style="text-align: center;">DEMONSTRATE</p> <p>In German, demonstrate the preparation of a nutritious snack for the class and then share the results!</p> | <p style="text-align: center;">PLAN</p> <p>Plan a menu for a class party.</p> <p>Write a grocery list in German for your party supplies.</p> | <p style="text-align: center;">INTERVIEW</p> <p>In German, interview other students about their snacking habits. How do they try to make healthy choices?</p> |
| <p style="text-align: center;">RESEARCH</p> <p>Research traditional foods enjoyed in Germany during major holidays.</p> | <p style="text-align: center;">YOUR IDEA</p> | <p style="text-align: center;">SURVEY</p> <p>In German, develop a survey about students' favourite lunch foods. Ask your classmates to complete the survey.</p> |
| <p style="text-align: center;">DISPLAY</p> <p>Design a display board that illustrates favourite foods of the class and that includes the German words and phrases for each food.</p> | <p style="text-align: center;">CREATE</p> <p>Create a replica of a small coffee shop in the corner of the classroom, complete with menus and signs in German. Use this set for role-playing ordering in a restaurant, meeting new people or having a conversation in German.</p> | <p style="text-align: center;">EVALUATE</p> <p>In German, create a rubric to evaluate your performance in one of the other activities on this menu.</p> |

Independent Study

Many students who are gifted enjoy and benefit from opportunities to individually investigate course topics. Components of an independent study program include:

- identifying and developing a focus
- developing skills in creative and critical thinking
- using problem-solving and decision-making strategies
- learning research skills
- developing project-management strategies
- keeping learning logs
- reflecting on and evaluating the process and product
- sharing the product with an intended audience from beyond the classroom
- keeping a portfolio of results

Independent studies help students move from being teacher-directed to being student-directed. With teacher support and coaching, the students learn how to decide on a topic, develop a plan of action, follow it through, and monitor their process. Students take part in developing criteria for evaluation, and work collaboratively with the teacher.

Possibilities for independent study include:

- writing and recording a script
- creating a magazine or picture book on a topic of interest
- developing a slide show presentation on a topic of interest and presenting it to other students
- creating a display about a story read or country researched
- developing a puppet show on a related topic
- writing a new ending to a story or movie
- creating a story to share with others

➔ **For more information...**

Appendix C:
Sample
Independent Study
Agreement

Students need to be well prepared to work independently, and they need to be clear on the product, processes, and behavioural expectations.

Students who are gifted will need instruction and ongoing support to manage and benefit from independently completing alternative learning activities. Some students may benefit from an independent study agreement that outlines learning and working conditions and lays out basic expectations.

Sample Independent Study Agreement

Name: _____

Grade: _____

Date: _____

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to complete each of the activities. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

Learning Conditions

_____ I will complete all alternative learning activities in my Independent Study Agreement by _____ (date).

_____ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

_____ I will participate in whole-class activities as the teacher assigns them.

_____ I will keep a daily log of my progress in my Learning Log.

_____ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid (e.g., poster, picture, digital slideshow).

Working Conditions

_____ I will check in with the teacher at the beginning and end of each class period.

_____ I will work on my chosen topic for the entire class period on the days my teacher assigns.

_____ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature _____

Teacher's Signature _____

Date _____

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

Advanced Thinking Processes

➔ For more information...

Chapter 1:
Sample Activities
Organized in the
Bloom's Taxonomy
Model

Bloom's taxonomy (Bloom 1956) is a model frequently used as a guide when designing themes, units, learning activities, and assignments that promote higher levels of thinking. Bloom proposes that at the most basic level people acquire knowledge and comprehension. At higher levels people learn how to apply principles and to analyze, evaluate, and synthesize. Assuming that students have no background in a topic of investigation, they would move from knowledge and comprehension to application before working with the higher-order skills of analysis, evaluation, and synthesis. The latter three levels are associated with critical thinking.

Taxonomy of Thinking

| | | | | |
|------------------------------------|--|---|--|--|
| 1. ↓ lower to higher ↓ | Category | Definition | Activities | Sample Products |
| | Knowledge | Ability to remember previously learned facts and ideas. | tell • recite • list • memorize • remember • define • locate | workbook pages • quiz or test • skill work • vocabulary • facts in isolation |
| | Illustrative Examples <ul style="list-style-type: none"> • Recite the names of family members (e.g., mother, grandfather, sister) in German. • Draw a family tree and label the relationships between family members in German. | | | |
| | Caution Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary. | | | |
| 2. ↓ | Category | Definition | Activities | Sample Products |
| | Comprehension | Understand concepts and information. | restate in own words • give examples • explain • summarize • translate • show symbols • edit | drawing • diagram • response to question • revision • translation |
| | Illustrative Examples <ul style="list-style-type: none"> • Explain how to play a game in German. • Demonstrate how something works in German. | | | |

Taxonomy of Thinking: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 133) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

Taxonomy of Thinking (continued)

3

Category

Application

Definition

Transfer knowledge learned from one situation to another.

Activities

demonstrate • use guides, maps, charts, etc. • build • cook

Sample Products

recipe • model • artwork • demonstration • craft

Illustrative Examples

- Interview a school volunteer who speaks German.
- Listen to a partner describe an object in German and draw what your partner describes.
- Write journal entries from the point of view of a new German-speaking person arriving in your city or town.

4

Category

Analysis

Definition

Understand how parts relate to a whole. Understand structure and motive. Note fallacies.

Activities

investigate • classify • categorize • compare • contrast • solve

Sample Products

survey • questionnaire • plan • solution to a problem or mystery • report • prospectus

Illustrative Examples

- Develop a simple story in German. Black out key phrases and trade with partners to fill in missing sections.
- Choose an important vocabulary word in German and create a web showing its meaning, origin, usage, and related words.
- Create a Venn diagram comparing English and German languages.

5

Category

Evaluation

Definition

Establish criteria and make judgments and decisions.

Activities

judge • evaluate • give opinions • give viewpoint • prioritize • recommend • critique

Sample Products

decision • rating • editorial • debate • critique • defence • verdict • judgment

Illustrative Examples

- Listen to two short stories in German and explain which one you prefer and why.
- Develop criteria for evaluating the effectiveness of an ad and then rate the effectiveness of three ads from a German language magazine.

lower to
higher

6

Category

Synthesis

Definition

Reform individual parts to make a new whole.

Activities

compose • design • invent • create • hypothesize • construct • forecast • rearrange parts • imagine

Sample Products

lesson plan • song • poem • story • advertisement • invention • other creative products

Illustrative Examples

- Compose a song in German.
- View a travel film for Germany and plan the activities for a seven-day vacation with your family.

Mentorships

➔ **For more information...**

Promising Partnerships: a Bibliography
Manitoba, Education, Training and Youth, 2001

Mentorships give students opportunities to develop dynamic relationships with adult experts who share their passion for a specific area of interest. In a successful mentorship, the mentor and student will have complementary teaching and learning preferences and will engage in a mutual exchange of knowledge.

Mentorship is an ideal vehicle for facilitating the differentiated learning needs of students who are gifted. Mentorships provide opportunities for students to engage with native language speakers for a variety of purposes, such as interviews, individual projects, conversation practice, connection to the local cultural community, and exploring career options. Alternatively, students can share the language learning process with an adult learner who can encourage metacognitive development by exploring and discussing language learning strategies.

Guidelines for mentorships:

1. Identify what (not whom) the students need.
2. Discuss with the students whether they would like to work with a mentor and, if so, what they would like to gain from the relationship.
3. Identify appropriate mentor candidates. Explore contacts from the local community. Conduct the appropriate reference checks as directed by school jurisdiction policy.
4. Interview and screen the mentors. Be explicit about the students' goals and learning strategies and about potential benefits for both the students and the mentors. Provide training as required.
5. Match mentors with students.
6. Prepare students for the mentorship. Ensure that they understand its purpose, benefits, limitations, and commitments. Write down the participants' roles and responsibilities.
7. Monitor the mentor relationship to ensure that it is achieving its goals. Renegotiate the relationship as needed, and seek new mentors if students are not benefiting.

Providing Additional Opportunities

➔ For more information...

Appendix C:
Sample Text Forms

Language learning can be enriched by giving students opportunities to use language for authentic purposes. This can include conversations with native speakers and others who speak the language fluently, such as parents, older students, community members, members of cultural associations, and other classroom visitors. Students will benefit from listening and speaking with these resource people and from working on enrichment activities and projects with them. Another option is to link the class with a peer class so that students can have ongoing writing exchanges and can engage in joint learning projects. For students who learn quickly, using German to engage in communication for real purposes can lead to significant enrichment and satisfaction.

In addition, students who are gifted will often benefit from access to a wide variety of print and media resources. These students can often handle more challenging reading levels and may be eager to learn about more complex or specialized subject areas. Libraries, the Internet, and cultural organizations are all good sources for supplemental resources.



Chapter 7

English as an Additional Language Learners

Chapter Summary

English as an Additional Language (EAL) Learners
Implications of Learning Multiple Languages Concurrently
Additional Language Acquisition
Choosing Instructional Strategies
Suggestions for Assessment

English as an Additional Language (EAL) Learners

English as an additional language (EAL) learners are those students who first learned to speak, read, and/or write a language other than English. EAL students may have recently immigrated to Canada or they may have been born in Canada and been living in homes in which the primary spoken language is not English.

Linguistic and cultural diversity is characteristic of schools and communities throughout the province. Children and their families immigrate to Manitoba from every corner of the world. Canadian students of Aboriginal, Francophone, and other cultural descents, whose families have lived in Manitoba for many generations, may also be learning to speak English as an additional language.

Canadian-Born EAL Students

First Nations, Métis, and Inuit (FNMI) peoples

- may speak English, French, an FNMI language, or a combination of languages in their homes and communities
- can differ greatly from community to community
- have skill in their first language, which influences further language learning, that ranges from fluent to minimal
- may use culturally specific nonverbal communication and may have specific cultural values and beliefs regarding listening and speaking

Francophone people

- come from within the province and from other areas of Canada
- may enter English-speaking schools at any age or may be learning English as an additional language in a Francophone school

Hutterites, Mennonites, or people of other religious groups

- attend school within their communities and learn English to access the outcomes of the program of studies
- have religious and cultural concerns in their communities that strongly influence the selection of instructional strategies and teaching materials

Canadian-born children of immigrants

- have parents who may not speak English, limiting family support in schooling
- in some cases, are born in Canada and return to their parents' home country, only to return for schooling in Manitoba at some later time

Foreign-Born EAL Students

Recently arrived immigrants

- make up a large group of EAL students in Manitoba schools
- may arrive at any time in the school year, and could be at any grade level
- usually have attended school on a regular basis in their home country, and may have already studied English at school there, although this typically involves only a basic introduction to the language

Refugees

- have all the needs of regular immigrants, as well as issues relating to war, disaster, trauma, and disorientation
- may not have wanted to leave their home countries
- may be worried about family members who have been left behind
- may have received little or no formal schooling and have complex needs that go beyond learning English as an additional language
- may qualify for additional assistance from the federal government on arrival
- may require assistance from government, social, and community agencies for several years

Challenges for EAL Students

- Students may struggle with expressing their knowledge, gathering information, and pursuing new concepts in an unfamiliar language.
- Students are in an environment where they are expected to acquire more sophisticated and complex knowledge and understanding of the world around them.
- Students often learn the full Manitoba curriculum while learning English.
- Many students will experience differences between their home language and culture and the English language and culture in which they are immersed.

Cultural Considerations

Each EAL student's cultural and life experiences will differ from those of other EAL students and those of their classmates. In preparing to welcome new students to the school, staff and teachers should find out as much as possible about the students' linguistic and cultural backgrounds. Many countries have a complex linguistic environment. For example, students from India may use two or three languages regularly.

In some cases, language is the basis for political strife between groups of people. For example, using the language of government or industry gives people exclusive access to power in some multilingual countries. In such cases, languages can be a highly emotional issue.

Teachers should not assume that because two students come from the same general geographical area they have language and culture in common. They may have very different backgrounds, experiences, and beliefs.

Sensitivity to political issues is also important. People who have been on opposing sides of political disputes in the past may now be living side-by-side in Canada. Usually, they leave their political differences behind them, but in some cases long-standing conflicts between groups of people can affect the way they regard and interact with one another.

Teachers should avoid stereotypical thinking about a student's background, abilities, and preferences. Every country, culture, and language group also has diversity within it. It is important to learn from students and their families about their previous experiences, goals, expectations, and abilities. This inquiry and listening should be done with an open mind.

The Role of Culture in Additional Language Learning

Learning an additional language often involves learning a new culture. By the time a child is five years old, the first culture is already deeply rooted. The first culture of EAL students influences their way of communicating in the second language. For example, many Asian and FNMI students may avoid direct eye contact when speaking with teachers out of respect, based on the teachings of their cultures.

Gestures and body movements convey different meanings in different cultures. Also, the physical distance between speaker and listener is an important factor in some cultures. Some students may stand very close when they speak to a teacher, whereas others may back off if they think the teacher is too close. As the significance of even a friendly or encouraging touch is open to different cultural interpretations, it should be used cautiously, if not avoided altogether.

Learning how to interpret body language, facial expressions, tone of voice, and volume in a new language and culture takes time on the part of the learner and patience and understanding on the part of the teacher. It may take a while before students learn the cultural cues that help them communicate more effectively and appropriately in non-verbal ways.

Some EAL students may only feel comfortable with male or with female teachers, depending on their customs and experiences. EAL students may or may not have previously studied in a classroom or school with both male and female students. Prior knowledge of this and discussion with the parents or guardians and the student will help EAL students feel more comfortable in the school setting.

Impact on Learning Preferences

Like all students, EAL students have differing personalities, cognitive abilities, and educational and life experiences that influence their abilities and approaches to learning.

Some students take a systematic or analytical approach to additional language learning. They want to know more about how the language works, such as rules governing grammar and spelling. These students may need longer conversational silences, as they wait to make sure that when they speak they will use language that is grammatically correct. These students tend to be shy or rigidly independent and have difficulty making mistakes or accepting or asking for assistance.

Other students are holistic in their orientation, focusing more on getting their message across than on its delivery. These students tend to be outgoing risk-takers who try to communicate from the start. They are typically comfortable with making mistakes, being corrected, and asking for assistance; however, they may be satisfied with lower literacy levels and need to be motivated to work hard at developing greater accuracy in their language use.

Other Learning Impacts

Class discussion and participation may be foreign concepts to students of other cultures; for them, volunteering answers and information may be a bold and immodest practice. EAL students may be shocked by the spontaneous and outspoken behaviours of their peers. They have to adjust to new teaching styles and turn-taking rules in the classroom. Students who have come from schools with populations far greater than those found in Manitoba may have learned to disappear in a large group but now feel as if their every move stands out. It may take these students some time to become comfortable in this new learning environment.

EAL students may have to make a transition from rote memorization of facts to analytical problem solving or from total dependence to self-reliance. Discovery, trial and error, and a question-answer style of learning can be strange to students who have been taught to believe that the teacher is the sole source of information and that the learner must accept information and not question it or volunteer opinions. Experience-based instruction with field trips may not be taken seriously by students and parents or guardians who have different views of learning. Many parents or guardians of EAL students also expect their children to do a great deal of homework. Communication between the home and school is essential to ensure mutual understanding of expectations.

Understanding Cultural Differences in Student Behaviour

Teachers working with EAL students should also be aware that these students may sometimes respond in unexpected ways to particular classroom situations or events, due to different experiences, cultural values, and beliefs from those of other students. The following chart identifies possible cultural explanations for behaviours and attitudes that EAL students may exhibit.

| Behaviour or Attitude | Possible Cultural Explanation |
|--|---|
| The student avoids eye contact. | Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority. |
| The student tends to smile when disagreeing with what is being said or when being reprimanded. | A smile may be a gesture of respect that children are taught in order to avoid being offensive in difficult situations. |
| The student shrinks from, or responds poorly to, apparently inoffensive forms of physical contact or proximity. | There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space. |
| The student refuses to eat with peers. | Some students may be unaccustomed to eating with anyone but members of their own family. |
| The student does not participate actively in group work or collaborate readily with peers on cooperative assignments. | In some cultures, cooperative group work is never used by teachers. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating. |
| The student displays uneasiness, expresses disapproval or even misbehaves in informal learning situations or situations involving open-ended learning processes (e.g., exploration). | Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, and teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and prefer activities that yield more tangible and evident results. |

Understanding Cultural Differences in Student Behaviour: Adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 8, 9, 10. ©1999 Province of British Columbia. All rights reserved.

| Behaviour or Attitude | Possible Cultural Explanation |
|--|---|
| The student refuses to participate in extracurricular activities or in various physical education activities (e.g., swimming, skating, track and field). | Extracurricular activities, along with some physical education activities, may not be considered a part of learning or may even be contrary to a student's religion or cultural outlook. Some students may also be working during after-school hours. |
| The student seems inattentive and does not display active learning behaviours. | In some cultures, the learning process involves observing and doing, or imitating, rather than listening and absorbing (e.g., through note-taking). |
| Performance following instructions reveals that the student is not understanding the instructions, even though she or he exhibited active listening behaviours that suggested understanding and refrained from asking for help or further explanation. | In some cultures, expressing a lack of understanding or asking for help from the teacher is interpreted as a suggestion that the teacher has not been doing a good job and is considered impolite. |
| The student is unresponsive, uncooperative, or even disrespectful in dealing with teachers of the opposite gender. | Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators may run contrary to some students' cultural experiences. |
| The student appears reluctant to engage in debate, speculation, argument, or other processes that involve directly challenging the views and ideas of others. | In some cultures, it is considered inappropriate to openly challenge another's point of view, especially the teacher's. In some cases, there may be a value attached to being prepared, knowledgeable, and correct when opening one's mouth. |
| The student exhibits discomfort or embarrassment at being singled out for special attention or praise. | To put oneself in the limelight for individual praise is not considered appropriate in some cultures in which the group is considered more important than the individual. |
| The student fails to observe the conventions of silent reading. | Some students may be culturally predisposed to see reading as essentially an oral activity and will read aloud automatically. For others, reading aloud is associated with memorization. |

The sample situations described in the preceding chart indicate the need for teachers to be aware of their assumptions about the meaning of a student's behaviour and to adjust their own responses accordingly. Often the most effective response of teachers is to be clear and explicit about their own expectations or those prevalent in Canadian society.

As EAL students become part of the mainstream class, everyone in the class must be prepared to adapt and broaden their understanding. There are times when the adjustments made to address the needs of EAL students will affect and make demands of the other students in the class.

Feedback on Pronunciation

The EAL student can be a fluent speaker, but sometimes communication breaks down because the student has problems mastering the English sound system. The amount of difficulty or phonetic interference will depend to a large extent on the pronunciation patterns of the child's first language. For example, a student who speaks a first language that has few final consonants will tend to drop word-final consonants in English or other languages, resulting in utterances like the following:

Jaw an Baw wa to da sto. (John and Bob walked to the store.)

Many EAL students are unnecessarily referred to speech-language pathologists because of problems that are directly attributable to first language interference. It is important for teachers to be aware that it takes students time to actually learn to hear new sounds, pronounce them properly, and use them in conversation and in learning to spell. However, if a student stutters or stammers, or has prolonged problems with pronouncing certain sounds, it may be necessary to find out if these problems are also evident in the student's first language.

To find out whether or not the student requires speech-language intervention, listen to the student speaking in his or her first language with a peer, ask the student's parents or guardians, or request an assessment in the student's first language.

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

It is important for classroom teachers to understand the difference between functional, everyday language skills, and the language skills required in an academic setting. Basic Interpersonal Communication Skills (BICS) typically develop within two years of arrival in an integrated classroom setting. BICS make students appear to have mastered many aspects of the language, as they are able to discuss, joke, and socialize with classmates; however, there are considerable differences between BICS and the language required for academic purposes. Cognitive Academic Language Proficiency (CALP) takes five to eight years to acquire, and EAL learners need support and assistance with their language learning to achieve CALP. Therefore, it is important to remember that EAL learners may or may not have sufficient language or concepts on which to base their new language learning.

Implications of Learning Multiple Languages Concurrently

The number of trilingual students in Canada is increasing, and most people are aware of the advantages of speaking three languages. Possessing skills in multiple languages leads to educational, economic, and sociocultural benefits. Students for whom English is a second language, including those who are learning two languages as well as those who already have bilingual competencies in languages other than English, develop certain tendencies as trilingual speakers that may aid their language development. Limited instruction in a third language will not lead to trilingual proficiency, but it will enable these students to develop language learning skills.

Since the majority of trilinguals are bilinguals learning a third language, success in third language acquisition is based on proficiency in the first language, how recent the second language was acquired, linguistic distance, and interlanguage transfer. EAL students may find it beneficial to learn a third language as it may improve their understanding of English.

Additional Language Acquisition

The term *additional language* refers to a language that is learned after the first language is relatively well established. By the age of five, children have control over most of their first language grammar. Any language they learn after that is filtered through their previously learned language.

EAL learners are already learning a second language—typically English—in Manitoba schools. Whatever their backgrounds, all EAL learners will benefit from being included in the German language arts program. In fact, the EAL learner's own first language may provide an advantage. Also, the skills necessary to learn a new language are transferable to learning other languages. EAL students should be encouraged to be included in German language arts programs, despite their limited proficiency in English.

Implications of Learning Multiple Languages Concurrently: Adapted from The Language Research Centre of the University of Calgary, *A Review of the Literature on Second Language Learning* (Edmonton, AB: Alberta Learning, 2004), pp. 57, 61.

Tips for Teachers of EAL Students

- 1. Be conscious of the vocabulary you use.**
Choose simple, straightforward words that are in everyday use.
- 2. Provide additional wait time when students are responding to questions.**
- 3. Simplify sentence structures and repeat sentences verbatim before trying to rephrase.**
Short, affirmative sentences are easiest for new learners of English to understand. Complex sentences and passive verb constructions pose a greater challenge. For example, instead of “The homework must be completed and handed in by Friday,” it would be better to say “You must finish the work and give it to me on Friday.”
- 4. Recycle new words.**
Reintroduce new words in a different context or use recently learned words to introduce or expand a concept.
- 5. Rephrase idioms or teach their meanings.**
EAL students often translate idiomatic expressions literally. Post a list of idioms for students to see, talk about and use.
- 6. Clearly mark transitions during classroom activities.**
To avoid confusion when changing topics or focus, explicitly signal the changes (e.g., “first we will...”, “now it's time for...”).
- 7. Give clear instructions.**
Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.
- 8. Use many non-verbal cues.**
Gestures, facial expressions and mime will help learners grasp the meaning of what you are saying. Be aware, however, that some gestures (e.g., pointing at people) may have negative meanings in some cultures).
- 9. Periodically check to ensure EAL students understand.**
EAL students may be reluctant to ask for clarification or to admit that they don't understand something, if asked directly. To check for understanding, focus on the students' body language, watching for active listening behaviours or for expressions or postures that indicate confusion or frustration.
- 10. Write key words on the board, and use visual and other non-verbal cues, wherever possible, to present key ideas.**
Concrete objects, charts, maps, pictures, photos, gestures, facial expressions, and so on form an important complement to oral explanations for EAL students.
- 11. Provide written notes, summaries, and instructions.**
- 12. Use the students' native languages to check comprehension and to clarify problems.**
If you or some of your students speak the native language of your EAL student, use the first language to clarify instructions, provide translations of key words that are difficult to explain, and find out what the student knows but cannot express in English. Most EAL students will only need this additional support for a limited time or in rare situations.

Tips for Teachers of EAL Students: Some tips adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 18, 19, 20. ©1999 Province of British Columbia. All rights reserved.

Communicate interest in students' linguistic development, and set expectations.

13. Respond to students' language errors.

When students produce incorrect grammar or pronunciation, rephrase their responses to model correct usage without drawing specific attention to the error. In responding to students' written errors, try to focus on consistent errors of a specific type and concentrate on modelling or correcting only that error. If you target each and every error, the student may not grasp the specific rules that must be applied and may become confused and overwhelmed. Keep in mind that it is best to focus on content and understanding first.

Considering the Student's Perspective

As well as creating an effective learning environment for EAL students, it is important for teachers to consider the learning environment from the student's perspective.

EAL students learn best when they:

- are involved in decision making
- become aware of available resources
- are actively involved in evaluation practices
- have opportunities to develop a sense of self-confidence and competence
- feel safe and secure to try things and to make mistakes
- are free to interact with materials, peers, and adults
- have opportunities to make choices and decisions about what to do, what to use, and who to work with
- become aware of the needs of others and show respect and a caring attitude toward others
- have opportunities for success
- influence their own experiences and the experiences of all others in the class
- continue to develop theories about the way the world works
- are both a learner and a teacher, an individual and a group member.

Celebrating Cultural Differences

There are many ways to celebrate cultural differences in the classroom and the school.

Tips for Celebrating Cultural Differences

1. Begin by finding out as much as possible about the cultures represented in your room and in your community.
2. Ensure that the school is culturally inclusive visually. Displays around the school should represent various backgrounds, cultures, religions, and lifestyles. Emphasize the everyday rather than the exotic.
3. Bilingual as well as first language books and dictionaries, and books written by a wide variety of authors from various cultures, can be part of the school library collection. The school library should be reviewed regularly to ensure that materials are culturally appropriate.

4. Seasonal, holiday, and artistic displays in the classroom and school should reflect the cultural composition of the school. If cultural and faith celebrations are honoured within the school, they should be inclusive of all members of the school community.
5. School staff members should be encouraged to decorate their work spaces with items that reflect their cultural backgrounds.

Differentiating Learning Activities for EAL Students

It may be necessary to differentiate learning activities for EAL students. Some examples of differentiation for EAL students are listed in the chart below.

| | General Curriculum Focus | Whole Group Activity | Suggestions for Differentiation |
|----------------|---|---|--|
| Grade 4 | Develop reading skills in German. | Class reads grade-level story and discusses. | EAL learner will highlight words understood. EAL learner will sit with a buddy and follow the text. |
| Grade 5 | Exchange basic personal information. | Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They read the script together. | EAL learner will contribute some of the words for the script. He or she may mime parts of the script with the class. |
| Grade 6 | Explore the use of language for imagination, humour, and fun. | Students play a variety of traditional sports or games in German. | EAL learner may display prior knowledge of a game and teach the game to classmates. |

Choosing Instructional Strategies

Instructional strategies that are effective in teaching second languages are often the same strategies that are effective with EAL students. In general, structured cooperative learning activities, group discussions, and the use of educational technology are effective instructional strategies for EAL students.

Cooperative Learning

➔ For more information...

Chapter 4

Cooperative learning activities that incorporate predictable routines and structures are integral to a supportive learning environment. Cooperative learning includes students working together in small groups toward a group goal or task completion, students sharing ideas and materials, and students celebrating success based on the performance of the group rather than on the performance of individuals.

The benefits of using cooperative learning with EAL students are that it allows them to interact with their peers, it models language and social interactions, it develops positive interdependence and self-confidence, and it allows for repetition of information as the group works together to solve problems. The challenges of using cooperative learning are that EAL students may find it to be a threatening experience, may not be used to expressing personal opinions, and/or may not have enough language to interact with their peers.

When using cooperative learning as an instructional strategy, teachers should remember to keep groups small, group EAL learners carefully, assign roles in each group, and monitor group interactions.

Group Discussion

Similar to cooperative learning, group discussions allow EAL learners to articulate their views and respond to the opinions of others. Group discussions are essential for building background knowledge on specific issues, creating motivation and interest, and exploring new ideas. They also create a sense of belonging and lead to social interactions.

The challenges of group discussion for EAL students include insufficient listening comprehension skills, misinterpretation of body language, and the expression of one's personal opinion, which may not have been encouraged in the EAL student's previous educational setting.

To foster effective group discussions, encourage an atmosphere of openness and acceptance, establish ground rules for discussions, choose topics for discussion carefully, and give EAL students an opportunity to think before they respond.

Technology

➔ For more information...

Chapter 4

All students, including EAL students, should become familiar with different types of technology. Some students may have had extensive opportunities to use different technologies, while others may have had limited opportunities. In most cases, students are highly motivated to use any form of technology.

Some suggested forms of technology are:

- electronic journals or diaries
- interactive projects with different schools or countries
- chat rooms, news groups, and bulletin boards
- production of audio, video, or multimedia assignments
- structured email interactions
- submission of assignments via email
- cross-cultural communication with e-pals
- writing conferences via email

Using technology benefits students by presenting information in a new way, providing oral presentation of written text (in some cases), and allowing students to work independently at their own pace. Interacting using technology may also be less threatening and intimidating for EAL learners than interacting in person.

The challenges of using technology include providing instruction on how to use the technologies and monitoring the activity to ensure that students are on task. Assigning partners in the computer lab is a common and valuable strategy. There are many effective educational software programs available for teaching basic computer skills, keyboarding, and even second languages.

Suggestions for Assessment

➔ For more information...

Chapter 8

Appendix E:
Assessment
Blackline Masters

With EAL students, assessment includes finding out about their background knowledge and about any gaps in their prior education.

Accurate assessment of EAL students is difficult because of the limited ability of these students to express themselves. Some modification of assessment practices may be necessary.

Reporting EAL Students' Progress

School jurisdictions may have specific policies regarding the reporting of achievement of EAL students. Some jurisdictions will supply specifically designed EAL report cards. Other jurisdictions will modify the regular report card to reflect the program of the EAL student. Still other jurisdictions have developed report cards to reflect the needs of all students and have the capacity to include learning outcomes developed specifically for EAL students. No matter what format is used, it is important that accurate information is shared.

Whenever necessary, the services of an interpreter can be used to explain to parents how their children are doing. Teachers can check with local service agencies for lists of available interpreters or ask the family if they have someone they trust to interpret the information for them.



Chapter 8

Classroom

Assessment

Chapter Summary

Introduction
Assessment
Evaluation
Assessment for Learning (Formative), Assessment of Learning (Summative), and Diagnostic Assessment
Determining the Assessment Purpose
Principles of Effective Classroom Assessment
Assessment Accommodations for Students with Special Education Needs
Student-Directed Assessment
Teacher-Directed Assessment
Assessment and Evaluation Resources

Introduction

Assessment approaches and strategies provide evidence of understanding and are a critical part of the planning process. Assessment should be considered and planned before deciding on learning activities. Assessment approaches and tasks provide the context and direction for the learning activities that will be used to build understandings and skills.

Assessment

Assessment is the gathering and consideration of information about what a student knows, is able to do, and is learning to do. It is integral to the teaching-learning process, facilitating student learning, and improving instruction.

Teachers consider assessment during all stages of instruction and learning. The assessment process informs teachers as to what students know and what they are able to do in relation to learning outcomes. Informed by a well-designed and implemented assessment process, teachers are empowered to make sound pedagogical decisions to move students toward the achievement of learning outcomes.

Teachers use assessment to:

- obtain information about what students know or are able to do
- modify instruction
- improve student performance

Assessment practices should:

- be part of an ongoing process rather than a set of isolated events
- focus on both process and product
- provide opportunities for students to revise their work in order to set goals and improve their learning
- provide a status report on how well students can demonstrate learning outcomes at a particular time
- be developmentally appropriate, age-appropriate, and gender balanced, and consider students' cultural and special needs
- include multiple sources of evidence (formal and informal)
- provide opportunities for students to demonstrate what they know, understand, and can do
- involve students in identifying and/or creating criteria
- communicate the criteria used to evaluate student work before students begin tasks so that they can plan for success
- be communicated to students so that they understand expectations related to learning outcomes

Also, assessment practices should help and encourage students to:

- be responsible for their own learning
- be involved in establishing criteria for evaluating their products or performances
- work together to learn and achieve outcomes
- feel competent and successful
- set goals for future improvements

Evaluation

Evaluation is often confused with assessment. Evaluation is a judgment regarding the quality, value, or worth of a student's response, product, or performance based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes.

With information from assessment and evaluation, teachers can make decisions about *what* to focus on in the curriculum and *when* to focus on it. Assessment and evaluation identify who needs extra support, who needs greater challenge, who needs extra practice, and who is ready to move on. The primary goal of assessment and evaluation is to provide ongoing feedback to teachers, students, and parents in order to enhance teaching and learning.

Assessment for Learning (Formative), Assessment of Learning (Summative), and Diagnostic Assessment

Assessment is generally divided into three categories: assessment *for* learning (formative assessment), assessment *of* learning (summative assessment), and diagnostic assessment. For professional discussion and understanding, it is helpful to be aware of these terms and their meanings.

Assessment for Learning

→ For blackline masters...

Appendix E

Assessment *for* learning is characterized by the ongoing exchange of information about learning between student and self, peer, teacher, and parent. It provides information about student progress, allowing the teacher to make program adjustments to best meet the learning needs of a student or class. Assessment *for* learning provides detailed, descriptive feedback through comments. As a result of receiving feedback focused on the learning outcomes, students will have a clearer understanding of what they need to do to improve their future performance. If students are to become competent users of assessment information, they need to be included in the assessment process (Black et al. 2003).

Examples of assessment for learning activities include the following:

- Students learn the names of family members and bring a photograph or drawing of their family to class. They take turns introducing their family members to their peers. Observe students for the demonstration of specific learning outcomes, such as how well they share basic information and if they communicate words and phrases comprehensibly. Observations are recorded using an outcome-based observation checklist. Such information effectively informs the planning process, leading to improvement of future student performance in relation to specific learning outcomes.

Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

- After hearing German spoken clearly and correctly, students form small groups and read a short passage to one another. Each group selects a spokesperson to present the passage to the entire class. The teacher facilitates a discussion on the characteristics of good German pronunciation. Students then summarize some of the characteristics of good pronunciation in their learning logs. This knowledge is used to improve students' oral interaction and production skills.

Assessment of Learning

Assessment *of* learning most often occurs at the end of a period of instruction, such as a unit or term. It is designed to be summarized in a performance grade and shared with students, parents, and others who have a right to know.

Examples of assessment of learning activities include the following:

- At the conclusion of a unit on “My Family,” students prepare a personal collage using pictures of themselves, families, extended families, friends, their favourite activities, foods, books, likes, and dislikes. Each picture is labelled in German. The collages are then presented orally in German. An outcome-based rubric is used to evaluate how well students are able to share basic information and use pronunciation comprehensibly. The rubric is then translated into a grade that can be presented as part of a report card, portfolio, or parent-student-teacher conference.

Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a typical family structure. An alternative activity may be necessary.

- At the end of a period of study in which students have had the opportunity to learn and use several relevant vocabulary words, students write a test in which they match a German vocabulary word with the corresponding word in English. These tests are marked and contribute to an overall mark in a reporting period.

Summary of Planning Assessment of Learning

| | Assessment for Learning | Assessment as Learning | Assessment of Learning |
|---------------|--|--|--|
| Why Assess? | to enable teachers to determine next steps in advancing student learning | to guide and provide opportunities for each student to monitor and critically reflect on his or her learning, and identify next steps | to certify or inform parents or others of student's proficiency in relation to curriculum learning outcomes |
| Assess What? | each student's progress and learning needs in relation to the curricular outcomes | each student's thinking about his or her learning, what strategies he or she uses to support or challenge that learning, and the mechanisms he or she uses to adjust and advance his or her learning | the extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curricular outcomes |
| What Methods? | a range of methods in different modes that make students' skills and understanding visible | a range of methods in different modes that elicit students' learning and metacognitive processes | a range of methods in different modes that assess both product and process |

(continued)

Summary of Planning Assessment of Learning (continued)

| | Assessment for Learning | Assessment as Learning | Assessment of Learning |
|-----------------------|---|---|--|
| Ensuring Quality | <ul style="list-style-type: none"> accuracy and consistency of observations and interpretations of student learning clear, detailed learning expectations accurate, detailed notes for descriptive feedback to each student | <ul style="list-style-type: none"> accuracy and consistency of student's self-reflection, self-monitoring, and self-adjustment engagement of the student in considering and challenging his or her thinking students record their own learning | <ul style="list-style-type: none"> accuracy, consistency, and fairness of judgements based on high-quality information clear, detailed learning expectations fair and accurate summative reporting |
| Using the Information | <ul style="list-style-type: none"> provide each student with accurate descriptive feedback to further his or her learning differentiate instruction by continually checking where each student is in relation to the curricular outcomes provide parents or guardians with descriptive feedback about student learning and ideas for support | <ul style="list-style-type: none"> provide each student with accurate descriptive feedback that will help him or her develop independent learning habits have each student focus on the task and his or her learning (not on getting the right answer) provide each student with ideas for adjusting, rethinking, and articulating his or her learning students report about their learning | <ul style="list-style-type: none"> indicate each student's level of learning provide the foundation for discussions on placement or promotion report fair, accurate, and detailed information that can be used to decide the next steps in a student's learning |

Diagnostic Assessment

Diagnostic assessment may occur at the beginning of a term, unit of study, or whenever information about the prior learning of a student is relevant. Various types of diagnostic assessments (e.g., tests, performance-based assessments) may be used to collect information. Teachers may use diagnostic assessment to:

- find out what students know and can do
- identify student strengths and plan instruction that builds on and extends those strengths
- target difficulties, identify the precise nature of them, and plan instruction to meet those difficulties
- make informed decisions regarding where to focus instructional time and effort

Determining the Assessment Purpose

Any assessment strategy can serve both formative and/or summative purposes, depending on how the results are used. In assessment *of* learning, tests are given to check learning at a given point and are included as part of the report card mark. When planning to administer a test, teachers can also use assessment *for* learning strategies. For example:

- Teachers can collaboratively develop test questions with students. Developing test questions gives an indication of what students know and can do. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively guide student review.
- Teachers can ask students to rate, on a scale from easy to difficult, what has been learned. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively help students review. Following a test, teachers ask students to identify what questions they considered to be the most difficult—the ones they found most challenging, not necessarily the questions they got wrong. Teachers can then take this information and work with students to categorize learning outcomes that proved difficult and to facilitate student self-assessment and goal-setting.
- Teachers can administer a non-graded pre-test prior to introducing a new activity. For example, if the instructional focus of a game to be played is to learn new vocabulary, students can be given a pre-test to check how well they know that vocabulary. After the learning experience, students can complete the same test and compare their performances. Based on this comparison, students can reflect on their learning in their learning logs.

It is possible to use the same test for both assessment *of* learning and assessment *for* learning. It is up to teachers to determine the purpose and use of the results of assessment strategies.

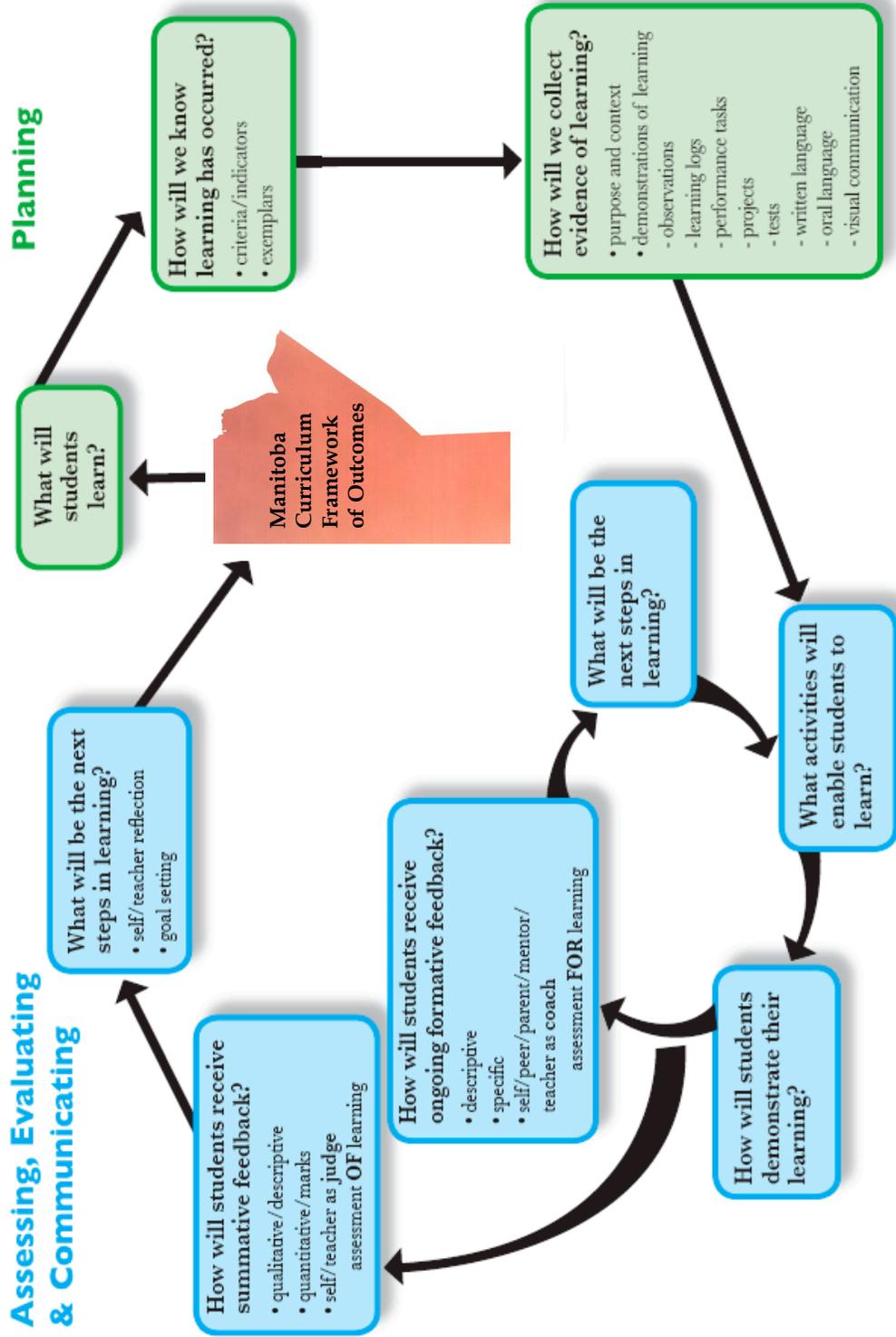
Meaningful Assessment

The quality of assessment largely determines the quality of evaluation. Valid judgments can be made only if accurate and complete assessment data are collected in a variety of contexts over time.

Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning and provide corrective feedback and direction for further instruction. Assessment enhances instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity, and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent lifelong learners who regularly monitor and assess their own progress.

Assessing Student Learning in the Classroom



Assessing Student Learning in the Classroom: ©Alberta Assessment Consortium (AAC). Source: *A Framework for Student Assessment* (p. 3). 2nd ed. (2005). Used with permission.

Principles of Effective Classroom Assessment

Effective assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction for learning.

There are several critical factors to consider as you plan and develop an effective classroom assessment program. The graphic on the preceding page, “Assessing Student Learning in the Classroom,” outlines a framework for classroom assessment based on the latest research and best practices designed to enhance student learning. The following principles are central to an assessment process that informs teaching practices and enhances student learning.

Assessment aligns with outcomes from the curriculum framework.

General and specific learning outcomes identify expectations for student achievement across the curriculum. These outcomes should be used to articulate evidence and criteria for learning. When outcomes are clustered around a “big idea” or concept, they can be used as the basis for articulating expectations, selecting strategies, and developing activities. Well-aligned units and lesson plans incorporate a series of learning experiences that:

- clearly identify a cluster of outcomes around a big idea or concept
- describe what students should understand, know, and do to meet the outcomes
- provide learning activities that lead students to attain the outcomes
- use instructional approaches or strategies based on indicators of student learning

Teachers should plan assessment activities that require students to demonstrate what they understand and can do in relation to the selected outcomes so that valid inferences can be made on the results.

Assessment criteria are clearly communicated.

Criteria describe what students are expected to be able to do to meet intended learning outcomes. Criteria need to be written in age-appropriate language and communicated to students prior to beginning an assessed activity. Sharing criteria with students empowers them to monitor their learning and communicate their progress.

Assessment employs a variety of strategies.

The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts. When teachers use a variety of assessment *for* learning and assessment *of* learning strategies consistently, they are able to accurately communicate student achievement in relation to the curriculum framework. For example, some skills outcomes can only be evaluated through performance assessment that provides students with a meaningful real-world context, and in second language instruction, observation of personal communication is an essential assessment strategy.

Assessment is ongoing.

The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning and provides ongoing feedback to teachers, students, and parents about student learning. Teachers gather information about student learning and consider it as they plan further instruction. They use ongoing student assessment to make decisions on how to best support student learning while students work toward achieving the outcomes in the curriculum framework.

Assessment involves students in the process.

Whenever possible, students should be involved in determining the criteria used to evaluate their work. Such involvement leads students to a deeper understanding of what they are expected to know and do. Students should also be involved in the process of identifying their learning needs and goals. Teachers facilitate self-assessment, peer assessment, conferencing, and goal setting to enhance learning and allow students to become effective users of assessment information.

Assessment demonstrates sensitivity to individual differences and needs.

Assessment impacts student motivation and self-esteem and therefore needs to be sensitive to how individual students learn. “Accommodations to... assessment will greatly serve the needs of individual students who have communication, behavioural, intellectual or physical exceptionalities.... Such accommodations or adaptations should be made to ensure the most accurate understanding of a student’s performance...” (Toronto Catholic District School Board 2001, 14). As teachers conference with students, decisions are made with regard to the next steps in student learning. This includes accommodations for individual student learning needs.

→ For more information...

Chapter 8:
Assessment
Accommodations
for Students with
Special Education
Needs

Appendix C:
Examples of
Assessment
Accommodations

Accommodations to programming and assessment, including those for English as an additional language (EAL) students and for students with special education needs, ensure the most positive impact on student learning and an accurate understanding of student performance. Specific accommodations may include adjustments to the kind, breadth, depth, and pace of assessment.

Assessment includes many different tools and processes.

Assessment tools and processes include:

- tests and quizzes with constructed-response (performance-based) items and selected-response items (true/false, fill-in-the-blank, multiple choice)
- reflective assessments, such as journals, logs, listen-think-pair-share activities, interviews, self-evaluation activities, and peer response groups
- academic prompts that clearly specify performance task elements, such as format, audience, topic, and purpose
- culminating assessment projects that allow for student choice and independent application

Assessment should:

- be directly connected to curriculum expectations and to instructional strategies
- include various forms, such as observations, anecdotal notes, rating scales, performance tasks, student self-assessment, teacher questioning, presentations, and learning logs
- be designed to collect data about what students know and are able to do, what they need to learn and what they have achieved, and about the effectiveness of the learning experience
- demonstrate a range of student abilities, skills, and knowledge
- involve sharing the intended outcomes and assessment criteria with students prior to an assessment activity
- assess before, during, and after instruction
- provide frequent and descriptive feedback to students
- ensure that students can describe their progress and achievement

Assessment Accommodations for Students with Special Education Needs

➔ For more information...

Chapter 5

Assessment may need to be modified or adapted to accommodate students with special education needs. Based on a clear understanding of the specific needs of a student, teachers can make assessment accommodations related to:

- kind/task
- depth/detail
- breadth/volume
- pace/timing

The following chart describes examples of these types of assessment accommodation.

| | |
|---|--|
| <p style="text-align: center;">Accommodation in Kind (Task)</p> <ul style="list-style-type: none"> • Familiarize students with methods being used. • Use alternative assessment formats (e.g., oral tests, conferences). • Encourage student negotiation of performance tasks. • Provide exemplary models. • Allow students to practise the activity. • Convert short answer questions to a Cloze format. • Present tasks that begin with the concrete and move to the abstract. • Encourage the use of tools, such as dictionaries, word processors, and magnifiers. • Allow peer support, such as partner work. | <p style="text-align: center;">Accommodation in Depth (Detail)</p> <ul style="list-style-type: none"> • Break down complex tasks into smaller steps. • Provide written instructions in addition to verbal directions. Put an outline of steps on the board. • Include picture clues to support verbal instructions. • Modify the format of the evaluation by having fewer questions per page, or limit the overall number of questions. • Teach students to attend to key direction words in questions by using a highlighter. • Avoid excessive corrections by focusing on fewer expectations. |
| <p style="text-align: center;">Accommodation in Breadth (Volume)</p> <ul style="list-style-type: none"> • Reduce amount of reading and writing required. • Reduce amount of content per assessment task. • Provide clear, simple directions for the assessment activity. • Allow the use of notes or text during tests to assist students with weak recall, or provide a set of reference notes. • Monitor work to ensure time lines are met. | <p style="text-align: center;">Accommodation in Pace (Timing)</p> <ul style="list-style-type: none"> • Provide additional time to complete tasks and tests. • Have students repeat and rephrase instructions. • Allow students to complete the assessment task over several sessions. • Reinforce effective behaviour such as finishing on time and demonstrating commitment to the task. • Take into account improvement over time. |

Assessment Accommodations for Students with Special Education Needs: Adapted with permission from Toronto Catholic District School Board, *Assessment of Student Achievement in Catholic Schools: A Resource Document* (Toronto, ON: Toronto Catholic District School Board, 2001), p. 15.

Student-Directed Assessment

Involving students in the assessment process allows them to become effective users of assessment information. Students can become proficient users of student-directed assessment strategies such as conferencing, self-assessment, peer assessment, and goal-setting.

Conferencing

Conferences are usually short, informal meetings held with individual students or a small group of students and involve diagnostic listening, questioning, and responding. Interviews are conferences conducted to gather specific information. They may involve a set of questions asked for a specific purpose or a formal set of written questions to which a student responds in writing. For example, teachers may need information about the student's use of text and use a formal conference or interview to ask questions directly related to a particular aspect of the student's performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviours. These are often presented as a set of questions or activities to which the student may respond orally, while the teacher records his or her responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular basis and both student and teacher come prepared with materials to share and questions to ask. Conference notes form a permanent record of the content of the conference and can be used to set goals for future learning.

Once students are familiar with conferencing procedures, peer conferencing can be used by students to obtain feedback and discuss their progress and goals.

The purpose of conferencing is to:

- provide opportunities for students and the teacher to discuss learning strengths and areas for improvement
- set learning goals
- learn about students' understanding of information, students' attitudes toward learning, and the skills and strategies students employ during the learning process
- provide opportunities for individualized teaching, guiding students to more challenging materials, and determining future instructional needs

Tips for Conferencing with Students

1. The tone of conferences should be relaxed and friendly, with a limited number of topics to discuss. Students should be aware of the purpose of the conference and the expectations of participants before the conference begins.
2. Manage conferences by setting aside definite times.
3. Record individual student names on a classroom calendar so that students know the day on which their conference will occur.
4. Use a class list to ensure that all students are seen in individual conferences.
5. Allow students to request conferences on a sign-up basis.
6. Ensure that all students select at least a minimum number of conferences (to be determined by the teacher) throughout the term.
7. Review class records frequently to ensure that all students are being seen regularly.
8. Schedule assessment conferences for five to ten minutes with a specific purpose in mind.
9. Maintain a friendly, relaxed atmosphere that promotes trust.
10. Ensure that students are able to work independently so conferences can occur without interruption. Discuss the purpose of conferences and the expectations of all members of the class during conference times. Establish procedures for problem solving other class issues that may arise during conference times.
11. Conference more frequently with students who are having difficulty.
12. Focus on only one or two topics at each conference.
13. Begin and end each conference on a positive note.
14. Review recent anecdotal notes and conference records to identify students in immediate need of conferencing.
15. Understand that students become more involved and accept more responsibility for the conference as they become familiar with the process.
16. In a group conference, each student involved has the opportunity to share his or her work, to emphasize what he or she is proud of, and to ask questions. Other participants point out what they like about the student's work and offer suggestions for improvement. It may be useful to observe and record anecdotal notes.

Reading Conferences

→ For more information...

Chapter 3

Reading conferences are usually one-on-one meetings between the teacher and the student. They involve diagnostic evaluation of reading skills, questioning, and responding. The tone of reading conferences should be relaxed and friendly, with a limited number of topics to be discussed. Students should be aware of the purpose of the conference and the expectations of participants before the conference begins.

Reading conferences can be used to:

- provide the teacher with information about student progress
- set new learning goals
- allow students to address difficulties or problems with the teacher
- discuss reading strengths and areas for improvement
- learn about students' reading abilities and the skills and strategies they employ during the reading process
- provide an opportunity for individualized teaching and guiding students to more challenging reading materials

Procedure

Conferences are more productive if both the teacher and the student are prepared. Some possible preparatory activities for students include:

- practising a piece to be read aloud to the teacher
- updating or reviewing a reading log or response journal and choosing segments to share with the teacher
- selecting a passage causing difficulty and preparing to discuss problems and problem solving used
- preparing a list of difficult words to be discussed
- selecting and preparing for discussion of a reading the student found interesting, exciting, or humorous
- preparing to discuss how a selection relates to another text or personal experience
- preparing a self-assessment and personal reflection list (e.g., things I am doing well as a reader, things I plan to work on as a reader)

Depending on the type of preparation for the conference, gather assessment data and provide feedback information to the student by:

- completing a running record of oral reading
- using a checklist or rubric to evaluate the student's response journal or reading log
- completing a specific strategy checklist
- completing a retelling assessment
- noting vocabulary development and strategy use
- noting connections the student is making to other texts, prior knowledge, and experience in the world
- observing the student's level of ownership of the reading process through discussion of the student's self-assessment and goals
- observing the range of text forms, genres, and topics the student is reading

- using interview questions related to specific aspects of reading, such as comprehension, style, and decoding text for meaning, as well as the student's self-perceptions as a reader

Oral Reading Miscue Analysis

Oral reading miscue analysis describes procedures used with oral reading to determine how the reader is processing print. Oral reading provides a means for examining the reader's use of three cueing systems—graphophonic, syntactic, and semantic. It is based on the premise that not all errors or miscues are equal and that careful analysis of miscues can yield important information about which cues and strategies the reader is using or failing to use effectively. Analysis is focused on the types of substitutions that the reader makes during oral reading.

The purpose of miscue analysis is to provide systematic analysis of the types of miscues the reader is making to determine which strategies need to be emphasized in word identification and comprehension instruction.

Running Records of Text Reading

Keeping a running record of text reading is a technique for systematically observing students as they read classroom texts. It is important to receive training in the administration and interpretation of running records of text reading. Running records provide documentation of students' actual reading of a text that the teacher can analyze and use to make instructional decisions. This is a very useful tool because it can be done almost anywhere and takes only a few minutes to complete. The analysis of records of oral reading behaviours provides the teacher with information about the strategies that the student is using or not using when reading text—information that is helpful when planning programs.

Running records of text reading can be recorded on a blank sheet of paper; no special form is required. The student or teacher may select the book to read. The teacher sits beside the student as he or she reads the text, records notes on the oral reading behaviours of the student, and then analyzes these records when time is available.

Think-Alouds

Think-alouds are reading tasks in which students are asked to verbalize their thoughts while reading. Think-alouds are an effective instructional strategy, can provide insight into how readers process text, and serve as a very effective assessment strategy for comprehension.

Personal Reflection and Self-Assessment

➔ **For blackline masters...**

Appendix E:
Self-Assessment
Checklist;
Self-Assessment
Rating Scale;
Self-Assessment
Checklist and Goal-
Setting

Personal reflection can be structured by the teacher or the students and may include personal responses about the learning process. Teachers can effectively model personal reflection for students on a daily basis.

When students self-assess they:

- reflect on what they have learned and how they learned it
- monitor and regulate their learning while they are learning
- see their strengths as well as areas that need work
- realize that they are responsible for their own learning
- evaluate the quality of their work and knowledge
- set goals for future learning and plan ways to achieve their goals
- see their progress in all curricular areas

Tools such as response journals and learning logs can become even more effective when accompanied by the use of probes or specific questions. In *Assessing Student Outcomes*, Marzano, Pickering, and McTighe offer the following journal-writing probes and questions that help students reflect on their own learning:

Reflecting on Content

Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

Reflecting on Information Processing

Describe how effective you were in gathering information for your project.

Reflecting on Communication

Describe how effective you were in communicating your conclusions to your discussion group.

Reflecting on Collaboration and Cooperation

Describe how well you worked with your group throughout your project.

Assessing their own thinking and learning provides students with valuable training in self-monitoring. One way to have students reflect on their learning is to have them complete sentence stems such as:

- This piece of work demonstrates that I can...
- I can improve my work by...
- After reviewing my work, I would like to set a new goal to...
- A strategy that worked well for me is...

Response journals, learning logs, end-of-the-class drawings, and partner talk are other ways for students to reflect on their learning in the classroom.

To maximize learning, teachers can create opportunities for students to compare their own self-assessment information with teacher assessments. This kind of authentic student-teacher interaction during the assessment process encourages students to honestly and thoughtfully assess their own work and take ownership of their own learning.

Students can assume more responsibility in the learning process by assessing and/or evaluating their own assignments or projects prior to teacher or peer assessment. Students can also write their own progress report comments and summary-of-learning letters to teachers and parents.

Portfolios

A portfolio is a purposeful collection of student work samples, student self-assessments, and goal statements that reflect student progress. Students generally choose the work samples to place in the portfolio, but the teacher may also recommend that specific work samples be included. Portfolios are powerful tools that allow students to see their academic progress from grade to grade.

The physical structure of a portfolio refers to the actual arrangement of the work samples, which can be organized according to chronology, subject area, style, or goal area. The conceptual structure refers to the teacher's goals for student learning. For example, the teacher may have students complete a self-assessment on a work sample and then set a goal for future learning. The work sample self-assessment and the goal sheet are then added to the portfolio.

Work samples from all curricular areas can be selected and placed in a portfolio, including stories, tests, and projects.

Effective portfolios:

- are updated regularly to keep them as current and complete as possible
- help students examine their progress
- help students develop a positive self-concept as learners
- are shared with parents or guardians
- are a planned, organized collection of student-selected work
- tell detailed stories about a variety of student outcomes that would otherwise be difficult to document
- include self-assessments that describe the student as both a learner and an individual
- serve as a guide for future learning by illustrating a student's present level of achievement
- include a selection of items that are representative of curriculum outcomes and of what students know and can do
- include the criteria against which the student work was evaluated
- support the assessment, evaluation and communication of student learning

- document learning in a variety of ways—process, product, growth, and achievement
- include a variety of works—audio recordings, video recordings, photographs, graphic organizers, first drafts, journals, and assignments that feature work from all of the multiple intelligences.

Work samples not only provide reliable information about student achievement of the curriculum, but also provide students with a context for assessing their own work and setting meaningful goals for learning. Furthermore, displaying concrete samples of student work and sharing assessments that illustrate grade-level expectations of the curriculum are key to winning the confidence and support of parents.

An essential requirement of portfolios is that students include written reflections that explain why each sample was selected. The power of the portfolio is derived from these descriptions, reactions, and metacognitive reflections. Conferencing with parents, peers, and/or teachers helps synthesize learning and celebrate successes. Some students become adept at writing descriptions and personal reflections of their work without any prompts. For students who have difficulty deciding what to write, sentence starters might be useful. For example:

- This piece shows I really understand the content because...
- This piece showcases my _____ because...
- If I could show this piece to anyone—living or dead—I would show it to _____ because...
- People who knew me last year would never believe I created this piece because...
- This piece was my greatest challenge because...
- My (parents, friend, teacher) liked this piece because...
- One thing I learned about myself is...¹

The student descriptions should indicate whether the product was the result of a specifically designed performance task or a regular learning activity. The level of assistance is also relevant—did the student complete the work independently, with a partner, with intermittent guidance from the teacher, or at home with parent support? Dating the sample, providing a brief context, and indicating whether the work is a draft or in completed form are also essential.

1. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning* (3rd edition) (Arlington Heights, IL: Skylight Professional Development, 1999, 1994, 1993), p. 68. Adapted with permission of Sage Publications, Inc.

Goal-Setting

➔ **For blackline masters...**

Appendix E:
Self-Assessment
Checklist and Goal-
Setting,
Long-Term Goal-
Setting

Goal-setting follows naturally out of self-assessment, peer assessment, and conferences. Students and teachers decide what they need to focus on next in students' learning, set goals, and plan the steps students will take toward achieving their goals.

Goals can be either short- or long-term. Short-term goals are small and specific and are likely to be achieved within a brief period of time. One way to help students set goals is to add a prompt to the end of a self-assessment task (e.g., "Next time I will...").

Students set long-term goals when they take an overall look at how they are doing and identify a specific focus for improvement. Long-term goals are bigger and more general and usually require an extended period of time to reach, sometimes as long as a few months.

➔ **For sample blackline masters...**

Appendix D:
Goal-Setting
Organizer 1, 2,
3, or 4

To coach students in setting SMART learning goals (Specific, Measurable, Attainable, Relevant and Timely) (Sutton 1997), teachers should advise students to look for strengths in their work as well as areas of potential growth.

Students need to set goals that are attainable and appropriate. Teachers can use direct instruction to help students develop goal-setting skills. When students set their goals, they need to:

- consider their strengths
- identify areas that need improvement
- use established criteria
- identify resources they will need to be successful
- design plans that will enable them to reach their goals
- share their goals with significant people in their lives
- plan timelines for goal review and attainment

Students may set specific goals for each of the language arts. Goals may be set for daily activities, for long-term activities, or for a term.

Once students describe what they need to do, they design a specific plan to meet their goals. Teachers ask students to provide specific information, such as a date by which they wish to accomplish their goal and the materials and resources they will need.

Learning Logs

Learning logs serve to develop student awareness of outcomes and learning processes. With encouragement, guidance, and practice, students develop the ability to reflect on learning activities, identify what they have learned, identify areas in which they need to improve, and set personal learning goals. It takes time and practice for students to become adept at such reflective thinking, particularly in the beginning stages. Learning logs kept by students and responded to by the teacher on a regular basis provide an effective assessment *for* learning tool.

Guided Reflection

Learning logs allow students to monitor their learning and write to the teacher about what help they need to improve. Teachers can direct students to focus on a particular area in their learning logs, such as reflecting on a specific experience, or breaking down vocabulary and grammar into categories that indicate levels of understanding, such as “Got it! Getting it! Don’t get it yet!” Information gained from periodic meetings with students about their learning logs allows teachers to plan how to help students improve.

Metacognitive Reflection

Metacognitive reflection can be defined as thinking about one’s own thinking and learning processes. Teachers help students develop metacognitive strategies through direct instruction, modelling, and providing opportunities for student practice. In this way, students become effective thinkers who self-monitor and develop control over their thinking processes.

Students use their metacognitive skills to reflect on what they have learned, how they have learned it, and what they need to do to pursue their learning further. When they engage in metacognitive reflection, students can monitor their own learning and strengthen their will to learn. Learning logs, conferences, and inventories can all be used to help students develop metacognitive awareness. Personal reflection on daily work, as well as on test and examination performance, can expand students’ self-knowledge. Students are able to see the progress they make, which in turn improves their self-concept.

Learning Lists

Lists that facilitate student reflection can also be included in learning logs. To remember particularly challenging words or phrases, students can make lists of these items. Creating lists can help students target their learning by recognizing areas in which they need to improve.

Peer Assessment

➔ For blackline master...

Appendix E:
Peer-Assessment
Checklist

Peer assessment allows students to examine one another's work as it relates to specific criteria, and to offer encouragement and suggestions for improvement. Peer assessment offers students the opportunity to share with one another their insights about learning German.

To facilitate positive and effective peer assessment, teachers need to ensure that students understand the criteria and focus on a particular aspect of their peers' work. Students should be coached on giving descriptive and constructive feedback so they avoid using broad terms such as "good" or "bad." It may be helpful if teachers have students offer two positive comments and one question about their peers' work.

Peer assessment could be facilitated by having students:

- complete a self-assessment evaluation, using the comments made by their peers
- complete a peer-assessment checklist and discuss the results with the peer, explaining the feedback.

Teacher-Directed Assessment

Teachers use a number of tools to evaluate and assess student performance related to curricular outcomes. By assessing a variety of activities and using different tools, such as rubrics, rating scales, and anecdotal notes, teachers obtain a more accurate view of student performance.

Checklists, Rating Scales, and Rubrics

➔ For blackline masters...

Appendix E:
Observation
Checklist;
Checklist and
Comments 1 and 2;
Rating Scale 1, 2,
and 3; Rubric;
Rubric and
Checklist

Checklists, rating scales, and rubrics are tools that state specific criteria and allow teachers and students to gather information and make judgments about what students know and can do in relation to curricular outcomes. These tools offer systematic ways of collecting data about specific behaviours, knowledge, and skills.

The quality of information acquired through the use of checklists, rating scales, and rubrics is highly dependent on the quality of the descriptors chosen for the assessment. The benefit of this information is also dependent on students' direct involvement in the assessment and understanding of the feedback provided.

The purpose of checklists, rating scales, and rubrics is to:

- provide tools for systematic recording of observations
- provide tools for self-assessment
- provide criteria to students prior to collecting and evaluating data on their work
- record the development of specific skills, strategies, attitudes, and behaviours necessary for demonstrating learning
- clarify students' instructional needs by presenting a record of current accomplishments

Tips for Developing Checklists, Rating Scales, and Rubrics

1. Use checklists, rating scales, and rubrics in relation to outcomes and standards.
2. Use simple formats that can be understood by students and that will communicate information about student learning to parents.
3. Ensure that the characteristics and descriptors listed are clear, specific, and observable.
4. Encourage students to assist with writing appropriate criteria. For example, what are the descriptors that demonstrate levels of performance for a piece of persuasive writing?
5. Ensure that checklists, rating scales, and rubrics are dated to track progress over time.
6. Leave space to record anecdotal notes or comments.
7. Use generic templates that become familiar to students and to which various descriptors can be added quickly to reflect the outcome(s) being assessed.
8. Provide guidance to students to use and create their own checklists, rating scales, and rubrics for self-assessment purposes and as guidelines for goal-setting.

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. They may be used to record observations of an individual, a group or a whole class.

Rating Scales allow teachers to indicate the degree or frequency of the behaviours, skills, and strategies displayed by the student and can show a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations and students can use them as self-assessment tools. Rating scales also give students information for setting goals and improving performance. Teaching students to use descriptive words such as **always**, **usually**, **sometimes**, and **never** helps them pinpoint specific strengths and needs. The more precise and descriptive the words for each scale point, the more reliable the tool. Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as **fair**, **good**, or **excellent**, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Teachers can increase the assessment value of a checklist or rating scale by adding two or three additional steps that give students an opportunity to identify skills they would like to improve or the skill they feel is most important. For example, teachers can instruct students to:

- put a star beside the skill they think is the most important for encouraging others
- circle the skill they would most like to improve
- underline the skill that is the most challenging for them

→ For more information...

See Appendix E

Rubrics use a set of criteria to evaluate a student’s performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. These descriptions focus on the **quality** of the product or performance and not the **quantity** (e.g., not the number of paragraphs, examples to support an idea, spelling errors). Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

→ For blackline master...

Appendix E:
Rubric

Developing Rubrics and Scoring Criteria

Rubrics are increasingly recognized as a way to both effectively assess student learning and communicate expectations directly, clearly, and concisely to students. The inclusion of rubrics provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings, and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

Rubrics should be constructed with input from students whenever possible. A good start is to define what quality work looks like based on the learning outcomes. Exemplars of achievement need to be used to demonstrate to students what an excellent or acceptable performance is. Once the standard is established, it is easy to define what exemplary levels and less-than-satisfactory levels of performance look like. The best rubrics have three to five descriptive levels to allow for discrimination in the evaluation of the product or task. Rubrics may be used for summative purposes by assigning a score to each of the various levels.

Before developing a rubric, teachers should consider the following:

- What are the specific German language arts curriculum outcomes involved in the task?
- Do students have some experience with this or a similar task?
- What does an excellent performance look like?
- What are the qualities that distinguish an excellent performance from other levels?
- What do other responses along the performance quality continuum look like?

Teachers can begin by developing criteria to describe the acceptable level. Then they can use Bloom’s taxonomy to identify differentiating criteria as they move up the scale. The criteria should not go beyond the original performance task, but should reflect higher thinking skills that students could demonstrate within the parameters of the initial task.

When developing the scoring criteria and quality levels of a rubric, teachers should consider the following guidelines:

- Level 4 is the **standard of excellence** level. Descriptions should indicate that all aspects of work exceed grade-level expectations and show exemplary performance or understanding. This is a “Wow!”
 - Level 3 is the **approaching standard of excellence** level. Descriptions should indicate some aspects of work that exceed grade-level expectations and demonstrate solid performance or understanding. This is a “Yes!”
 - Level 2 is the **meets acceptable standard** level. This level should indicate minimal competencies acceptable to meet grade-level expectations. Performance and understanding are emerging or developing but there are some errors and mastery is not thorough. This is an “On the right track, but...”.
 - Level 1 is the **does not yet meet acceptable standard** level. This level indicates what is not adequate for grade-level expectations, and indicates that the student has serious errors, omissions, or misconceptions. This is a “No, but...”.
- The teacher needs to make decisions about appropriate intervention to help the student improve.

Creating Rubrics with Students

Learning increases when students are actively involved in the assessment process. Students do better when they know the goal, see models, and know how their performance compares to learning outcomes.

Learning outcomes are clarified when students assist in describing the criteria used to evaluate performance. Teachers can use brainstorming and discussion to help students analyze what each level looks like. Student-friendly language can be used and students can be encouraged to identify descriptors that are meaningful to them. For example, a Grade 4 class might describe levels of quality with phrases such as:

- Super!
- Going beyond.
- Meets the mark.
- Needs more work.

Teachers can provide work samples to help students practise and analyze specific criteria for developing a critical elements list, which can then be used to develop descriptions for each performance level.

Although rubrics are often used as assessment *of* learning tools, they can also be used as assessment *for* learning tools. Students can benefit from using rubrics as they become more competent at judging the quality of their work and examining their own progress. For example:

- Teachers can involve students in the assessment process by having them participate in the creation of a rubric. This process facilitates a deeper understanding of the intended outcomes and the associated assessment criteria.
- After a rubric has been created, students can use it to guide their learning. Criteria described in a rubric serve to focus student reflection on their work and facilitate the setting of learning goals for a particular performance assessment. Students can use a rubric to assess their own work or the work of a peer, and they can use it to guide their planning for the “next steps” in learning.

Informal Observation

Informal observation is an integral part of ongoing instruction. Informal assessments include observations of students as they engage in authentic reading tasks, conferences with students about work in progress or completed assignments, and discussions with students regarding their awareness of the strategies they use to construct meaning from print.

Anecdotal Notes

➔ For blackline master...

Appendix E:
Anecdotal Notes

Anecdotal notes are used to record specific observations of individual student behaviours, skills, and attitudes as they relate to the outcomes in the curriculum framework. Such notes provide cumulative information on student learning and direction for further instruction. Anecdotal notes are often written as a result of ongoing observations during the lessons but may also be written in response to a product or performance the student has completed. They are brief, objective, and focused on specific outcomes. Notes taken during or immediately following an activity are generally the most accurate. Anecdotal notes for a particular student can be periodically shared with that student or shared at the student's request. They can also be shared with students and parents at parent-teacher-student conferences.

The purpose of anecdotal notes is to:

- provide information regarding a student's development over a period of time
- provide ongoing records about individual instructional needs
- capture observations of significant behaviours that might otherwise be lost
- provide ongoing documentation of learning that may be shared with students, parents, and other teachers

Tips for Establishing and Maintaining Anecdotal Notes

1. Keep a binder with a separate page for each student. Record observations using a clipboard and sticky notes. Write the date and the student's name on each sticky note. Following the note-taking, place individual sticky notes on the page reserved for that student in the binder.
OR
Keep a binder with dividers for each student and blank pages to jot down notes. The pages may be divided into three columns: Date, Observation, and Action Plan. Keep a class list in the front of the binder and check off each student's name as anecdotal notes are added to his or her section of the binder. This provides a quick reference of the students you have observed and how frequently you have observed them.
2. Keep notes brief and focused (usually no more than a few sentences or phrases).
3. Note the context and any comments or questions for follow-up.
4. Keep comments objective. Make specific comments about student strengths, especially after several observations have been recorded and a pattern has been observed.
5. Record as the observations are being made, or as soon after as possible, so recollections will be accurate.
6. Record comments regularly, if possible.

7. Record at different times and during different activities to develop a balanced profile of student learning.
8. Review the notes frequently to ensure that they are being made on each student regularly and summarize information related to trends in students' learning.

Observation Checklist

➔ For blackline master...

Appendix E:
Observation
Checklist

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities, or interact with peers in different learning situations provides insight into student learning and growth. The teacher finds out under what conditions success is most likely, what individual students do when they encounter difficulty, how interaction with others affects students' learning and concentration, and what students need to learn in the future. Observations may be informal or highly structured; they may be incidental or scheduled over different periods of time in different learning contexts.

Observation checklists allow teachers to record information quickly about how students perform in relation to specific outcomes from the curriculum framework. Observation checklists written in a yes/no format can be used to assist in observing student performance relative to specific criteria. They may be directed toward observations of an individual or group. These tools can also include spaces for brief comments, which provide additional information not captured in the checklist.

Before using an observation checklist, teachers should ensure that students understand what information will be gathered and how it will be used. Checklists should be dated to provide a record of observations over a period of time.

Tips for Using Observation Checklists

1. Determine the specific outcomes to observe and assess.
2. Decide what to look for. Write down criteria or evidence that indicate the student is demonstrating the outcome.
3. Ensure students know and understand what the criteria are.
4. Target your observation by selecting four to five students per class and one or two specific outcomes to observe.
5. Collect observations over a number of classes during a reporting period and look for patterns of performance.
6. Date all observations.
7. Share observations with students, both individually and in a group. Make the observations specific and describe how this demonstrates or promotes thinking and learning. For example: "Eric, you contributed several ideas to your group's Top Ten list. You really helped your group finish the task within the time limit!"
8. Use the information gathered from observation to enhance or modify future instruction.

Question and Answer

➔ For more information...

Chapter 1:
Bloom's Taxonomy

Questioning can serve as an assessment tool when it is related to outcomes. Teachers use questioning (usually oral) to discover what students know and can do. Strategies for effective question and answer assessment include the following:

- Apply a wait time or “no hands-up rule” to provide students with time to think after a question before they are called upon randomly to respond.
- Ask a variety of questions, including open-ended questions and those that require more than a right or wrong answer.
- Use Bloom’s taxonomy when developing questions to promote higher-order thinking.

Teachers can record the results of questions and answers in anecdotal notes and include them as part of their planning to improve student learning.

Quizzes

Quizzes generally check for student learning as it relates to a single outcome or to several outcomes. Quizzes can be used to measure student achievement of outcomes pertaining to knowledge and comprehension skills. Care must be taken to ensure that students’ grades do not become unbalanced by including an overabundance of results from quizzes.

Different Purposes for Quizzes

- Graded quizzes check for learning on a few items that have been introduced and practised in class.
- Non-graded, pre- and post-quizzes check for student learning before and after an activity.
- Quizzes facilitate self-assessment and goal-setting when students reflect on their quiz performance.

Tests and Examinations

Tests and examinations are generally summative assessment tools that provide information about what students know and can do after a period of study. Tests and examinations are generally used by teachers to cover several outcomes at one time, and therefore do not appear in the grade-level samples assessment section of this resource. Questions on tests and examinations need to be aligned with the outcomes from the curriculum framework to ensure valid results.

Analysis of Test and Examination Results

Teachers can help students improve their performances on assessment *of* learning tasks by ensuring that students have an area in their learning logs dedicated to analysis of test and examination results. Students record the concepts they found challenging on a test or an examination. Periodically, teachers can ask students to review the concepts they have described as challenging and ask them to look for patterns. Such observations can form the basis of a student-teacher conference and help the student develop a study plan that aims to improve his or her learning. These observations could also help parents understand how best to help their child develop language learning skills. Teachers may use the information gathered from this part of the learning log to help plan future programming.

Performance Assessment

“A performance assessment is an activity that requires students to construct a response, create a product or demonstrate a skill they have acquired” (Alberta Assessment Consortium 2000, p. 5).

Performance assessments are concerned with how students apply the knowledge, skills, strategies, and attitudes they have learned to new and authentic tasks. Performance tasks are short activities that provide an opportunity for students to demonstrate knowledge, skills, and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or interdisciplinary and relate to the real-life application of knowledge, skills, and strategies.

Performance assessments focus on simulated real-life situations. The approach is student-centred; therefore, the learner’s context serves as one of the organizing elements in the development process.

To create a performance assessment, teachers should decide which outcomes are to be met and establish specific criteria (how students will demonstrate knowledge and understanding) to indicate whether or not students have met those outcomes. Rubrics or scoring guides that indicate the criteria for different levels of student performance are commonly used to evaluate a student’s performance. Results from performance assessments should account for the largest percentage of a student’s grade as they are a clear indicator of student understanding of the outcomes.

Performance assessment tasks can be organized into two categories: products (such as dioramas, slideshows, journals, video recordings) and performances (such as dramatic readings, puppetry, debates).

“When students are given or create tasks that are meaningful, non-contrived and consequential, they are more likely to take them seriously and be engaged by them” (Schlechty 1997).

Performance assessment is:

Contextualized

Students are provided with a meaningful context for real language use. Tasks are organized around one theme, which helps to ground the students in the context. The students know what task they are to complete and with whom they are to interact.

Authentic

Tasks are designed to present students with a real communicative purpose for a real audience.

Task-based

Students must follow a well-defined process to create and/or present a product in a way to elicit specific use of the second language.

Learner-centred

Tasks are realistic for students learning the second language in terms of age, cultural background, and level of cognitive and linguistic maturity. Students are expected to create products and/or present products based on their actual circumstances, backgrounds, and interests.

Performance assessments help students understand their development of communicative competence. Such assessments make it easy for students to see how they progress in their abilities to use the language effectively. Performance assessment instruments need to be flexible enough to be appropriate for every student in a classroom, allowing each student to demonstrate personal meaning.

A description of the performance assessment task and the evaluation tool (e.g., rubric, checklist) should be provided to students at the beginning of a unit of instruction to guide and focus student learning.

Performance Assessment is Contextualized, Authentic, Task-based, Learner-centred: Adapted with permission from the Center for Advanced Research on Language Acquisition, University of Minnesota, *Developing Speaking and Writing Tasks for Second Language Assessment (The Minnesota Language Proficiency Assessments (MLPA): A MLPA Miniguide for Assessment Development)* (Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, n.d.), p. 3.



Chapter 9

Grade-Level Samples

Chapter Summary

Introduction
Integrate for Efficiency and Motivation
Reading the Grade-Level Samples

Introduction

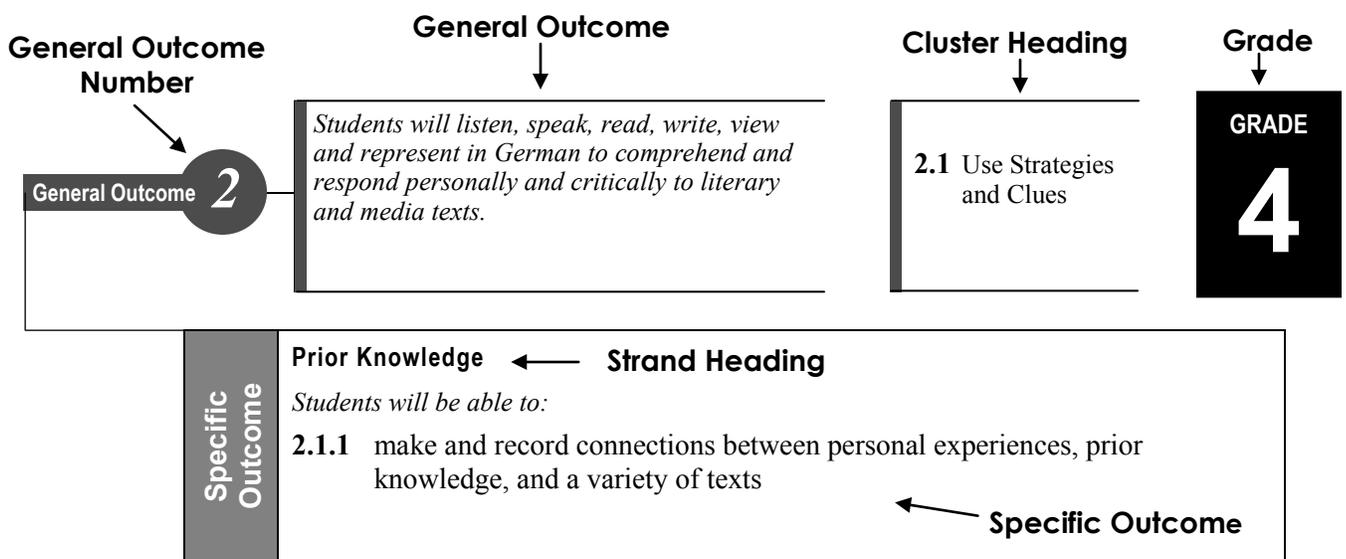
This section provides sample teaching and learning activities with complementary assessment strategies for each specific outcome in the curriculum framework. The prescribed general and specific learning outcomes for each grade level, which teachers are responsible for helping their students achieve, appear in the same order as in the curriculum framework.

The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning.

Integrate for Efficiency and Motivation

In the time allotted for each grade level of the program, it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all seven general learning outcomes. Such integration motivates students to become active partners in learning and to take personal responsibility for their own learning.

Reading the Grade-Level Samples



Samples of teaching and learning activities follow to help illustrate the intent of the specific outcome.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- As part of learning about plant growth from a resource book, students record their findings in a chart and discuss with others:
 - *Was ich schon weiß.*
 - *Was ich gelernt habe.*
 - *Was ich noch lernen möchte.*
- After making oatmeal cookies from a recipe, students comment on how the recipe helped them:
 - Schüler 1: Das Rezept listet alle Zutaten. So wissen wir, was wir brauchen.*
 - Schüler 2: Das Rezept listet alle Schritte der Reihe nach. So wissen wir, was wir machen sollen.*
 - Schüler 3: Das Rezept listet alle Mengenangaben auf. So wissen wir, wieviel wir brauchen.*

Suggestions for assessment appear under the heading **Sample Assessment Strategies**.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- access prior knowledge?
- have sufficient prior knowledge?
- have breadth, depth, or gaps in prior knowledge?
- share personal experiences?
- explain reasons for predictions?
- make connections between/among new knowledge, experiences, and text?
- discuss connections to other oral, literary, and media texts?
- record predictions and connections?

Checklists

Develop a checklist based on the Focus for Assessment criteria to assess students' skills in making connections between prior knowledge, personal experiences, and variety of texts. Progress over time should be noted.

Anecdotal Records

Keep a record of students' skills and strategies in contributing prior knowledge to classroom discussions.

Learning Logs or Journals

Review student logs to determine whether students articulate and build upon prior experiences or knowledge.

Suggested materials and teaching and learning resources appear under the heading **Sample Resources**.

SAMPLE RESOURCES

Grade 4 Example of the German Language Arts Foundation for Implementation

General Outcome 1

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

1.1 Discover and Explore

Express Ideas

Students will be able to:

1.1.1 describe and reflect upon personal observations and experiences

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After students brainstorm what kinds of pollution and waste they already know about, they think about and tour their own community and record examples of pollution and waste. They then discuss and compare information recorded on a chart:

| Umweltverschmutzung weltweit. Was gibt es? | Umweltverschmutzung in unserem Ort |
|---|---|
| Luft Wasser Ölschlick | Müll Luftverschmutzung durch Autoabgase, Fabriken Rauch Dunst |

- The students paraphrase and record ideas, questions, pros, and cons during class discussions on such topics as:
 - Sollen Ölfirmen in einem National Park nach Öl suchen dürfen?*

| Pro | Contra | Neue Fragen |
|--|--|---|
| Wir brauchen das Öl egal wo es ist Ölgelder unterstützen die Wirtschaft | Die Wohngebiete der Tiere werden zerstört Die schöne Landschaft wird vernichtet | Was machen wir, wenn Öl knapp wird? Dürfen Ölfirmen dann im National Park bohren? |

- Darf die Stadtregierung gegen Mücken oder Löwenzahn sprühen?*
- Soll man mit Motorbooten auf Manitoba Seen fahren dürfen?*

They then make a decision about the issue.

GRADE 4

Specific Outcome

Students will be able to:

1.1.1 describe and reflect upon personal observations and experiences (continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make predictions about what will happen in a story or event?
- describe observations and experiences?
- reflect on observations and experiences?
- draw conclusions?
- reflect on conclusions?

Checklists/Rubrics

The teacher develops checklists or rubrics based on the above Focus for Assessment criteria to guide and record observations. The teacher dates and notes the context of students' interactions and reviews checklists to note progress over time.

Schüler Nachdenklichkeit Lehrercheckliste

Schüler: _____ Datum: _____

| | immer | meistens | selten | nie |
|---|-------|----------|--------|-----|
| beschreibt Beobachtungen und Erfahrungen | | | | |
| macht Vorhersagen | | | | |
| denkt über Beobachtungen und Erfahrungen nach | | | | |
| zieht Rückschlüsse | | | | |
| denkt über Rückschlüsse nach | | | | |

Anecdotal Records

The teacher records observations during students' informal interaction to note how they describe personal observations, experiences, predictions, and conclusions. The teacher dates and records the context of the observations. The data can be used to inform instruction.

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

Express Ideas

Students will be able to:

- 1.1.1 describe and reflect upon personal observations and experiences

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After students brainstorm what kinds of pollution and waste they already know about, they think about and tour their own community and record examples of pollution and waste. They then discuss and compare information recorded on a chart:

| Umweltverschmutzung weltweit. Was gibt es? | Umweltverschmutzung in unserem Ort |
|---|---|
| Luft Wasser Ölschlick | Müll Luftverschmutzung durch Autoabgase, Fabriken Rauch Dunst |

- Students paraphrase and record ideas, questions, and pros and cons during class discussions on such topics as:

— *Sollen Ölfirmen in einem National Park nach Öl suchen dürfen?*

| Pro | Contra | Neue Fragen |
|--|--|---|
| <ul style="list-style-type: none"> Wir brauchen das Öl egal wo es ist Ölgelder unterstützen die Wirtschaft | <ul style="list-style-type: none"> Die Wohngebiete der Tiere werden zerstört Die schöne Landschaft wird vernichtet | <ul style="list-style-type: none"> Was machen wir, wenn Öl knapp wird? Dürfen Ölfirmen dann im National Park bohren? |

— *Darf die Stadtregierung gegen Mücken oder Löwenzahn sprühen?*

— *Soll man mit Motorbooten auf Manitoba Seen fahren dürfen?*

They then make a decision about the issue.

Express Ideas*Students will be able to:***1.1.1** describe and reflect upon personal observations and experiences *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- make predictions about what will happen in a story or event?
- describe observations and experiences?
- reflect on observations and experiences?
- draw conclusions?
- reflect on conclusions?

 Checklists/Rubrics

Develop checklists or rubrics based on the above Focus for Assessment criteria to guide and record observations. Date and note the context of students' interactions, and review checklists to note progress over time.

| Schüler Nachdenklichkeit Lehrercheckliste | | | | |
|--|--------------|-----------------|---------------|------------|
| Schüler: _____ | | Datum: _____ | | |
| | immer | meistens | selten | nie |
| • beschreibt Beobachtungen und Erfahrungen | | | | |
| • macht Vorhersagen | | | | |
| • denkt über Beobachtungen und Erfahrungen nach | | | | |
| • zieht Rückschlüsse | | | | |
| • denkt über Rückschlüsse nach | | | | |

 Anecdotal Records

Record observations during students' informal interaction to note how they describe personal observations, experiences, predictions, and conclusions. Date and record the context of the observations. The data can be used to inform instruction.

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

Express Ideas

Students will be able to:

1.1.1 describe and reflect upon personal observations and experiences (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- As students are reading a map of Manitoba, they discuss their experiences with the locations:
Student 1: *Wo ist Gimli? Mein Onkel wohnt dort.*
Student 2: *Wie weit ist es nach Lake Winnipeg? Wir gehen dort zelten.*
Student 3: *Wo ist Steinbach? Im Frühling fahren wir dort ins Museum.*
- Students watch a video and, using sentence starters, write in their journals about their favourite part. They share their journal entry with a partner.
- In small groups, students discuss posters, cartoons, advertisements, and comic strips, and give their personal responses.
 - *Die bunten Farben sind sehr effektiv. Man muss unbedingt hinschauen.*
 - *Die Fotos sind so realistisch. Man denkt das Essen ist sehr lecker.*
 - *Die Bildgeschichte ist sehr witzig. Genau dasselbe ist in meiner Familie passiert.*
- After watching a play or school performance or reading a book, students talk about what was appealing or meaningful.
- Students design a postcard and write about a summer experience.
- Students create photo essays or personal timelines that focus on the development of their favourite interests (e.g., when they first saw or heard of it).
- Students brainstorm for appropriate ways of expressing an opinion:
 - *Ich denke, dass . . .*
 - *Ich bin der Meinung, dass . . .*
 - *Meiner Meinung nach . . .*

Express Ideas*Students will be able to:***1.1.1** describe and reflect upon personal observations and experiences *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Conferencing**

Confer with students to discuss their skills in making appropriate observations, predictions, and conclusions, and in describing personal experiences. Use students' charts as a focus for the conference. Provide feedback and encouragement to help students describe and reflect with confidence.

 Self-Assessments

Encourage students to assess their own communication following a discussion by asking self-reflecting questions. Students should keep their reflections and any products related to them in their portfolios.

 Response Journals/Reflection Logs

Review journals and reflection logs to determine if students are able to express personal thoughts, feelings, and experiences, and if they experiment with expressive language.

 Portfolios

Students are encouraged to include in their portfolios, assignments, activities, and/or materials related to their reflecting on their personal observations and experiences and abilities to predict and reach conclusions in their regard.

 Work Samples

Collect samples of student timelines and photo essays to assess how well they are able to express personal thoughts, feelings, and experiences, and if they experiment with expressive language.

SAMPLE RESOURCES

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

Consider Others' Ideas

Students will be able to:

1.1.2 explore connections among a variety of insights, ideas, and responses

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After looking at a variety of picture books or illustrations about a topic, students discuss the styles of illustration they like best.
- During a class conversation, students paraphrase the previous speaker's ideas before they express their own ideas. If they agree with another student, they think of further reasons for the preference.
- Students participate in an activity entitled "Inside-Outside Circle" (*Großer Kreis/Kleiner Kreis*). The teacher invites students to form two circles, one inside the other. Students in the circles turn to face one another. When the music begins, students walk in opposite directions. When the music stops, the teacher poses a question or identifies a topic, students exchange ideas in German before the music starts again (e.g., favorite holidays, seasons, subjects in school, after school activities, family celebrations, etc.).
- The teacher invites students to share their ideas and opinions on a topic of interest during a Talking Circle activity. Every student is encouraged to speak and students are given time to reflect on what others have said.
- Students fill out a survey by moving around the class and interviewing classmates. For example,
 1. _____ *Kannst du Klavier spielen?*
 2. _____ *Spielst du auf einer Fußball Mannschaft?*

Consider Others' Ideas*Students will be able to:***1.1.2** explore connections among a variety of insights, ideas, and responses (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- make connections between his/her own ideas and insights and those of peers?
- make connections between his/her own ideas and insights from different points of view, and those of characters portrayed in oral literary and media texts?

 Checklists/Rubrics

Develop a checklist or rubric from the Observation criteria. Date and record the context of each observation, reviewing the checklists to note progress over time.

A sample could include the following:

| Schülername | hört anderen zu | stellt Fragen | spricht Deutsch freiwillig | bleibt beim Thema |
|-------------|-----------------|---------------|----------------------------|-------------------|
| | | | | |

 Anecdotal Records

Throughout the school year, observe students in a variety of contexts as they seek out others' viewpoints. Look for and note evidence that students:

- follow participate willingly in classroom activities in German
- listen actively to follow instructions
- take risks to speak
- use appropriate expressions learned in class
- tolerate ambiguity when unable to understand

 Conferencing

Meet with individual students to discuss samples of work in which they had to survey and gather data about other students' interests. Ask students what they have learned about others' ideas, interests, and insight.

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

1.1 Discover and Explore

Experiment with Language

Students will be able to:

1.1.3 explore and experiment with a variety of forms of expression for particular personal purposes

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students examine a variety of written, oral, and visual forms, and chart common characteristics. Students use an electronic organizer tool to create such chart.

| Schriftlich Textformen | Mündliche Textformen | Graphische Textformen |
|---|----------------------|-----------------------|
| <ul style="list-style-type: none"> – Gibt es Wörter? – Gibt es Sätze? – Gibt es Bilder? – Gibt es Symbole? – Wer ist die Zielgruppe? – Was ist das Ziel? – Wie lange dauert es, das zu machen? | | |

- After examining text book entries as a text form, Students write the monthly entry for their Grade 4 yearbook.
- Students examine authentic meeting agendas. Encourage students to add concerns or ideas to an agenda for class meetings. An atmosphere of acceptance in which ideas— not individual persons—are discussed is created. Students, working in small groups, prepare a Reader’s Theatre production of a favorite German story, using gestures and voices for effect.
- Share a personal timeline of memorable experiences in your life, and invite students to create personal timelines that depict memorable experiences in their lives. These timelines may be accompanied by personal sketches or photographs.

Experiment with Language*Students will be able to:*

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes *(continued)*

SAMPLE ASSESSMENT STRATEGIES
 Authentic Forms of Language

The following list provides suggestions for a variety of written, oral, and visual forms.

| Authentic Forms of Language | | |
|---|--|--|
| Written | Oral | Visual |
| <ul style="list-style-type: none"> <input type="radio"/> advertisement <input type="radio"/> biography <input type="radio"/> book report/ review <input type="radio"/> brochure <input type="radio"/> crossword puzzle <input type="radio"/> editorial <input type="radio"/> essay <input type="radio"/> experiment record <input type="radio"/> game <input type="radio"/> journal <input type="radio"/> lab report <input type="radio"/> log <input type="radio"/> magazine article <input type="radio"/> memo <input type="radio"/> newspaper article <input type="radio"/> poem <input type="radio"/> position paper <input type="radio"/> proposal <input type="radio"/> questionnaire <input type="radio"/> research report <input type="radio"/> script <input type="radio"/> test | <ul style="list-style-type: none"> <input type="radio"/> audiotape <input type="radio"/> debate <input type="radio"/> discussion <input type="radio"/> dramatization <input type="radio"/> interview <input type="radio"/> newscast <input type="radio"/> oral presentation <input type="radio"/> oral report <input type="radio"/> play <input type="radio"/> poetry reading <input type="radio"/> rap <input type="radio"/> skit <input type="radio"/> speech <input type="radio"/> song <input type="radio"/> teach a lesson | <ul style="list-style-type: none"> <input type="radio"/> advertisement <input type="radio"/> banner <input type="radio"/> cartoon <input type="radio"/> collage <input type="radio"/> collection <input type="radio"/> computer graphic <input type="radio"/> construction <input type="radio"/> data table <input type="radio"/> design <input type="radio"/> diagram <input type="radio"/> display <input type="radio"/> diorama <input type="radio"/> drawing <input type="radio"/> filmstrip <input type="radio"/> graph <input type="radio"/> map <input type="radio"/> model <input type="radio"/> painting <input type="radio"/> photograph <input type="radio"/> poster <input type="radio"/> scrapbook <input type="radio"/> sculpture <input type="radio"/> slide show <input type="radio"/> storyboard <input type="radio"/> videotape |

For additional sample authentic forms, please refer to Appendix III in the Framework of Outcomes.

SAMPLE RESOURCES

General Outcome

1

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

1.1 Discover and Explore

GRADE

4

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 explore and experiment with a variety of forms of expression for particular personal purposes (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Pairs of students each select a different written or visual form to use to express the same excerpt of a story they have read. When they are done, the excerpt and all products are displayed. Alternatively, each group can focus on a particular audio form.
- Based on an actual news story format, students use a W6 (wer, wie, was, wann, warum, wo) chart as a news planner in preparation for sharing a personal news story. These may be shared orally or in writing for a class newsletter.
- During a field trip, use a digital camera to take pictures that students later use to prepare a photo essay. Working in small groups, students arrange the photographs and write captions to accompany each photo. They may also include a short, written summary of the field trip.

Experiment with Language*Students will be able to:*

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- experiment with language for personal purposes?
- participate and contribute positively during class conversations?
- use appropriate and specific vocabulary related to purpose?
- explore a variety of genres in order to find alternative ways to express personal ideas or feelings in written form?
- use specific forms effectively and appropriately to express their thoughts, ideas, and responses to texts and personal experiences?

 Checklists/Rubrics

Develop checklists or rubrics based on the Observation criteria. Date and note the context for students' interactions. Review checklists to note progress over time.

Klassenvorträge bewerten—Lehrercheckliste**Vorbereitung**

Der Schüler/Die Schülerin:

- beteiligt sich aktiv am Planungsprozess
- bemüht sich ernsthaft beim Proben
- gibt anderen Schülern Verbesserungsvorschläge
- akzeptiert selber Verbesserungsvorschläge von anderen

Mündlicher Ausdruck

Der Schüler/Die Schülerin zeigt:

- Blickkontakt
- Aussprache u. Intonation
- Verständlichkeit der Sprache
- Genauigkeitsgrad der Grammatik
- Flüssigkeit
- Unterstützung durch Gestik, Lautstärke usw.

 Self-Reflections/Learning Logs/Journals

Encourage students to maintain records noting forms of expression experimented with throughout the year. From time to time, students are requested to review their logs and reflect on their experiences by responding to questions. Review students' journals or reflection logs to determine if students:

- express personal thoughts, ideas, feelings, and experiences in a variety of ways that suit personal purposes
- elaborate on ideas, feelings, and experiences
- experiment with language to express personal purposes

General Outcome

1

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

1.1 Discover and Explore

GRADE

4

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 explore and experiment with a variety of forms of expression for particular personal purposes (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students examine movie posters as authentic forms. They then create their own posters, based on a story real or film viewed in class. The class brainstorms which form-specific features should be included. Share the assessment criteria with the class in advance. Students may assess their own or a classmate's product in draft stage using these criteria.

Experiment with Language*Students will be able to:*

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes (*continued*)

SAMPLE ASSESSMENT STRATEGIES (*continued*) **Work Samples**

Posters: Assess student posters looking for characteristics such as these:

Geschichte als Filmposter darstellen—Lehrercheckliste

Der Schüler/Die Schülerin:

- gebraucht Schlüsselwörter, die die Geschichte beschreiben
- beschreibt Hauptaspekte der Geschichte genau
- kombiniert Bilder u. Graphiken mit dem Text
- wendet alle geeigneten Kennzeichen an
- entwickelt ein effektives Produkt (durch Farben, besondere Schriftart)

Schriftlicher Ausdruck—Lehrercheckliste

- Rechtschreibung
- Großschreibung
- Zeichensetzung
- Grammatikalische Richtigkeit
- angebrachtes Vokabular

Photo Essays and Personal Milestones: As students share their photo essays and personal milestones in class, assess how well students are able to express personal thoughts, feelings, and experiences. Use a rating scale such as the following:

| Aspect | Strong | Complete | Partial | Not Demonstrated |
|---|--------|----------|---------|------------------|
| • reflects the meaning of the photo | | | | |
| • reflects the context or setting | | | | |
| • matches details in the photos | | | | |
| • reads the caption fluently with correct pronunciation | | | | |
| • explains accurately and with detail | | | | |
| • attempts to self-correct | | | | |

(Adapted from the Languages Template (5-12) Ministry of Education, Skills, and Training, Province of British Columbia, 1997, p. D-17)

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

Express Preferences

Students will be able to:

- 1.1.4** collect and explain preferences for particular forms of oral, literary, and media texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A student describes the preferred form of the story *Aschenputtel* (e.g., CD-ROM, video, play, books). “I liked the story on the CD-ROM because it was fun to click on the characters. They would introduce themselves and I could see the setting.”
- A student chooses to document plant growth by taking photographs at one-week intervals, rather than by drawing pictures or by plotting the plant height on a graph each week. The student explains reasons for this preference.
- Students play an audiocassette tape or compact disc of a song that they like, and explain why it appeals to them. For example,

| | | | |
|-----------------|---------------------|--------------|------------------------------|
| <i>Wenn ich</i> | <i>diese Musik</i> | <i>höre,</i> | <i>sehe ich _____.</i> |
| | <i>den Rhythmus</i> | | <i>denke ich an _____.</i> |
| | <i>den Text</i> | | <i>fühle ich mich _____.</i> |
| | <i>den Sänger</i> | | <i>möchte ich _____.</i> |

Diese Musik
Dieser Rhythmus *erinnert mich an _____.*
Dieser Text
Dieser Sänger

- Read several versions of a favourite fairy tale, and students compare the elements of these versions.
- Students keep personal records or logs of listening, reading, and viewing experiences. Information in these records or logs may include the date of the experience, the form (book, magazine, video, computer story, audiotape, or oral story), the title and the author, as well as their opinion or rating. Students may keep separate record sheets for listening, reading, and viewing experiences.
- Reading Logs (home reading)

Express Preferences*Students will be able to:*

- 1.1.4** collect and explain preferences for particular forms of oral, literary, and media texts (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- choose a variety of oral, literary, and media text?
- name favourites?
- give reasons for selecting texts as favourites?
- share favourites willingly?
- share favourites confidently?

 Checklists/Rubrics

Develop checklists or rubrics based on the Focus for Assessment. Date and include the context of each observation. Review to note students' developing abilities to share favourite texts appropriately and confidently.

| Schülertextauswahl—Lehrercheckliste | | | |
|--|--------------|-----------------|-------------|
| Schülername: _____ | | Datum: _____ | |
| | immer | meistens | nein |
| • wählt eine Vielzahl von Textsorten | | | |
| • begründet die Textauswahl | | | |
| • ist bereit, Texte u. Ideen auszutauschen | | | |

 Peer Conferencing

Use the following for peer conferencing. Students and teachers review peer conferencing records to determine with whom favourite texts were shared, as well as the comments that were made by the sharing partners.

| Mein Lieblingstext | | | |
|---------------------------|------------------|----------------|---|
| Name: _____ | | Datum: _____ | |
| Title | Textsorte | Partner | Wie mein Partner den Text findet |
| | | | |

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

Express Preferences

Students will be able to:

- 1.1.4** collect and explain preferences for particular forms of oral, literary, and media texts *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students sketch their favourite scene from a text they have heard, viewed, or read. Students display their sketches and give simple reasons for why they like the text using vocabulary reviewed in class.
- Students view a short animated cartoon or movie in German. Invite students to share what they enjoyed about the cartoon or movie, and record these ideas on poster paper that is posted in the classroom. Elements such as characters, music, storyline, etc., should be addressed. Using this vocabulary and sentence starters, encourage students to go on to discuss their favourite animated movie with a partner.
- Students create a new book cover for a favourite German book or story.

Express Preferences*Students will be able to:*

- 1.1.4** collect and explain preferences for particular forms of oral, literary, and media texts *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Conferencing**

Confer with students about their literary records and journal entries to discuss their preferences for particular authors, forms, and genres. Encourage students to broaden their choices and to clearly articulate their opinions about the texts they have listened to, read, and viewed.

 Portfolios

Students choose a collection of oral, literary, and media texts for their portfolios or anthology and write a reflection including reasons for their choices, using sentence starters or a form provided by the teacher. Assess the contents with the Focus for Assessment criteria in mind.

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

Set Goals

Students will be able to:

1.1.5 identify areas of personal accomplishment in language learning and use

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Following a writing assignment, students list what they did well and areas for improvement. For example,

| | |
|-------------------------|--------------------------------|
| <i>Das kann ich gut</i> | <i>Das kann ich verbessern</i> |
| <i>groß und</i> | <i>Absätze beginnen</i> |
| <i>kleinschreiben</i> | <i>und beenden</i> |

- A student views a video of a personal poetry reading or readers' theatre presentation, and then critiques what went well and what could be improved (e.g., expression, speed, volume, clarity: *Ausdruck, Tempo, Lautstärke, Deutlichkeit*).
- Students keep a German reading record.

Leseschritte

1. In diesem Monat habe ich _____, _____, und _____ gelesen.
2. Ich habe _____ Bücher mit Klassenkameraden geteilt.
3. Um noch besser zu lesen kann ich _____.
4. Am besten finde ich das Buch _____, weil _____.

- Students are assigned a specific German story for the week. At the end of the week, a few students will be asked to read their favourite part of the story to the class. Ask other students to tell the class why they enjoyed or disliked the story.
- Using vocabulary charts describing the qualities of good learners, readers, and writers, Students create and display posters or bookmarks that describe successful readers, writers, and learners.
- Students list reading strategies they have used and provide examples of how these strategies helped them comprehend text.

Set Goals*Students will be able to:*

- 1.1.5** identify areas of personal accomplishment in language learning and use
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify his or her own accomplishments?
- share accomplishments with teachers?
- share accomplishments with classmates?
- set attainable language-learning goals independently?
- set attainable language-learning goals with guidance?
- review goals to determine if they were accomplished?

□ Checklists/Rubrics

Develop checklists following the Focus for Assessment criteria. Date and record the context of each observation.

In the case of rubrics for oral presentations such as Reader's Theatre, create and complete them together with students. Criteria may include the following:

- presentation is fluent
- pronunciation and intonation are appropriate and support communication
- gestures and voices are appropriate and support communication
- message is understandable

Review students' judgments of their work and use the results of the assessment to set goals for the class.

Lesetheaterbewertung—Lehrercheckliste

Der Schüler/Die Schülerin zeigt:

- Blickkontakt
- Aussprache u. Intonation
- Verständlichkeit der Sprache
- Genauigkeitsgrad der Grammatik
- Flüssigkeit
- Unterstützung durch Gestik, Lautstärke usw.
- Fähigkeit im Team zu arbeiten

Lesetheaterbewertung—Schülercheckliste

J – Ja N – Nein M – Manchmal

- ___ Ich habe laut und deutlich gesprochen.
- ___ Ich habe viel Blickkontakt zu den Zuschauern gehabt.
- ___ Ich war nicht zu nervös.
- ___ Ich habe meistens fließend gelesen.
- ___ Ich habe auch Gestik und Gesichtsausdrücke benutzt.
- ___ Unser Auftritt ist gut gegangen, jeder hat seinen Teil getan.

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

Set Goals

Students will be able to:

1.1.5 identify areas of personal accomplishment in language learning and use
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Students draw their own personal coat of arms, which illustrates their personal strengths, skills, and accomplishments as a language learner. These are displayed in the classroom. Students share the symbols used on their coat of arms.
- Students set goals for German reading. For example,
 - *Ich werde jeden Tag eine deutsche Geschichte lesen.*
 - *Ich werde alle deutschen Bücher auflisten, die ich diesen Monat lese.*
 - *Ich werde bis _____ die Geschichte illustrieren, die ich am besten finde.*

Set Goals

Students will be able to:

- 1.1.5** identify areas of personal accomplishment in language learning and use
(continued)

SAMPLE **ASSESSMENT** STRATEGIES
 Interviews

Conduct a language learner interview to determine how students view themselves as learners. These interviews may need to be conducted in English. Students may be asked to:

- describe language learning strategies
- tell why and how the strategies helped them
- tell why they use the various strategies
- describe what they can do well
- describe areas they would like to improve on

 Conferencing

Confer with students to determine how they are developing a sense of self as a reader, writer, and illustrator. Review students' goals to assess if they are realistic and manageable and self-reflections to determine whether their comments coincide with actual behaviours. Provide feedback and encourage students to continue to develop in these areas.

 Self-Assessments

Students maintain a checklist of different genres they read. Students periodically fill out a goal-setting sheet.

Students complete a self-assessment of how confident and competent they feel generating and asking questions in order to gather information when conducting interviews or playing guessing games.

Students use a series of questions after completing a project to self-evaluate the 5Ws format.

Wie habe ich meine Zeit gebraucht?

Was habe ich gemacht?

Wer hat mir geholfen?

Wo habe ich gearbeitet?

Wie finde ich mein Projekt?

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

1.2 Clarify and Extend

Specific Outcome

Develop Understanding

Students will be able to:

- 1.2.1** connect new information and experiences with prior knowledge to construct meaning in different contexts

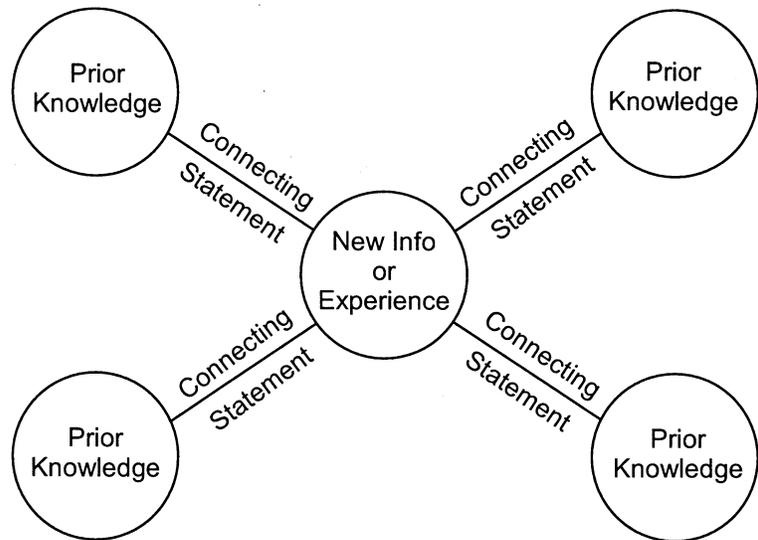
SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students sit in a circle. One student tells the first sentence of a story, the next student tells the second sentence, and so on. As each sentence is added, students take a cube out of a box and add it to a chain of interlocking cubes. As the story grows, so does the chain.
- Students show connections by making a web. They highlight the information they already know with one colour and new knowledge with another highlighter.
- Students use a KWL (WML) chart when studying animals.

| Was ich schon weiß | Was ich lernen möchte | Was ich gelernt habe |
|--------------------|-----------------------|----------------------|
| | | |

- Model the use of semantic maps in class. Students show connections by making a web. Highlight the information they already know with one colour and new knowledge with another highlighter.

Semantic Maps



Develop Understanding*Students will be able to:*

- 1.2.1** connect new information and experiences with prior knowledge to construct meaning in different contexts (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- access prior knowledge?
- access personal experiences?
- connect prior knowledge and personal experiences with new ideas?
- construct meaning in new contexts based on prior knowledge
- access prior knowledge without prompting?
- use prior knowledge and experiences selectively to make sense of new information?

 Conferences

Discuss with students the importance of reflecting on prior knowledge.

 Work Samples

Collect samples of charts and webs done in class as evidence of students' abilities.

 Anecdotal Records

Record observations to show examples of students making connections between prior knowledge and experiences and new knowledge. Observations should include information regarding the extent of:

- students' prior knowledge and experience
- connections between prior knowledge and new experiences
- recording of connections
- gaps in knowledge and experiences

General Outcome

1

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

1.2 Clarify and Extend

GRADE

4

Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 connect new information and experiences with prior knowledge to construct meaning in different contexts (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Write down a word riddle on the board. Students have to use their knowledge to find the answer.
- Before the student reads, views, or listens to a text, the student will write on an “admit” slip what expectations she or he has for the text. At the end of this work, the student fills in an “exit” slip summarizing the connections they made between prior knowledge and experience. The student hands in exit slips prior to leaving the room at dismissal time.

GRADE

4

Specific
Outcome

Develop Understanding

Students will be able to:

1.2.1 connect new information and experiences with prior knowledge to construct meaning in different contexts (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

General Outcome

1

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

1.2 Clarify and Extend

GRADE

4

Specific Outcome

Explain Options

Students will be able to:

1.2.2 express new concepts and understanding in own words

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students sort words into grammatical categories, using colours to identify parts of speech.
- Students write a journal entry for someone living through the Great Depression.
- Students create a poster enticing Europeans to come to Canada in the 1800s.
- Working together, students create a word wall related to a specific topic or theme under study. They brainstorm for words or phrases and record these on labels, which they place on a large wall chart.
- Through cartooning, sketching, pantomiming, or creating a collage using words and phrases, students present their understanding of a topic they discussed in class.

Explain Opinions*Students will be able to:***1.2.2** express new concepts and understanding in own words (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explain new concepts in her/his own words?
- clearly express new concepts using appropriate vocabulary?
- provide clear explanations of new understanding?
- explain relationships between/among concepts?
- represent understanding in several ways?
- support and clearly state opinions and viewpoints?
- express views on new concepts?
- share personal opinions and viewpoints willingly?

 Checklists

Develop checklists following the Focus for Assessment criteria. Focus observations on students' skills in using their personal perceptions and ideas to inform their understanding of new concepts. Note their progress over time in expressing their views on new concepts, in supporting their opinions, and in their willingness to change their perceptions and ideas in light of new evidence.

 Work Samples

Collect samples of students' cartoons, sketches, and collages to assess their ability to express new concepts and new learning in their own words.

SAMPLE RESOURCES

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

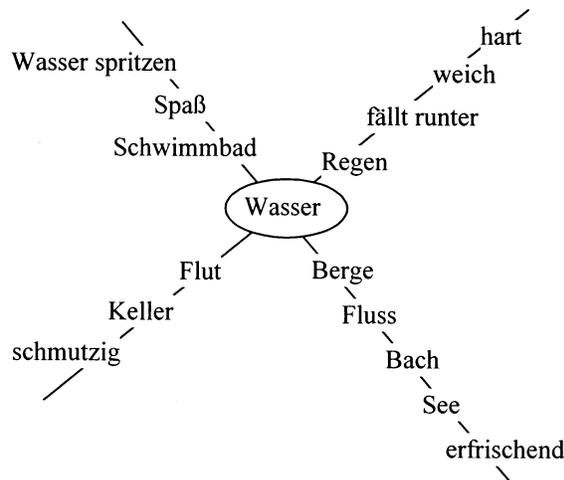
Combine Ideas

Students will be able to:

1.2.3 organize ideas and information in ways that clarify and shape understanding

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A student writes in a mathematics journal entry, “I learned that drawing a picture can help me solve a mathematics problem.”
- Students make a cluster diagram about “Water” and explore ideas through a poem, picture, narrative, etc.



- After a field trip to a German store or radio station, students write a group thank-you letter. Individual students record what was of particular interest to them about the trip. Introduce appropriate phrases and idioms.
- Students write information gathered about an animal on colour-coded paper with headings such as *Junge*, *Nahrung*, *Lebensraum*, etc.
- Model how a story map can be used to organize information from a story. Students, working in small groups, prepare a story map/frame on a story they read together in class. The story maps are shared in class.
- Students take a topic studied in their class and prepare a presentation for a younger grade. Students must discuss how their presentation will look different considering it is for a younger audience.

Combine Ideas*Students will be able to:*

- 1.2.3** organize ideas and information in ways that clarify and shape understanding
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- arrange ideas and information in a logical way?
- label ideas and information?
- use a variety of graphic organizers?
- use appropriate graphic organizers to illustrate information and ideas?
- use graphic organizers to clarify understanding?
- organize ideas and information in ways that clarify and shape understanding?

 Checklists/Rubrics

With or without students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions. Review the checklists to note progress over time.

 Conferencing

Have students describe their preferred ways to organize ideas and information. Have them show their successful ways to organize in order to clarify understanding. Encourage students to identify challenges they face and target areas to improve.

 Work Samples

Collect samples of the timeline, charts, lists, webs, Venn diagrams, etc., as evidence of students' abilities.

 Self-Reflections

Students reflect on what helps them organize ideas and information and record these self-reflections in logs or journals. They may draw their favorite organizational frames and tell how they help to organize ideas for writing or speaking.

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

Extend Understanding

Students will be able to:

1.2.4 ask basic questions to clarify information and develop new understanding

SAMPLE TEACHING AND LEARNING ACTIVITIES

- While researching a project on what plants need in order to grow, groups of students share ideas, information, and resources so they can learn from each other.
- When listening to a story about a family in Quebec, students ask questions such as:
 - *Wie sind die Schulen?*
 - *Wo arbeiten die Leute?*
 - *Was spielen die Leute?*
 - *Was essen die Leute?*
- While watching a video about frogs, students ask questions about things they do not understand, such as:
 - *Was machen Frösche im Winter?*
- Together with the teacher, students generate interview questions on topics or themes being studied in class. The questions are then used for interviewing other students, teachers, family members, or other German-speaking people in the community. Students record their interviews for presentation in class. (Rogovin, 1998)*

SAMPLE RESOURCES

Rogovin, Paula. *Classroom Interviews: A World of Learning*. Portsmouth, NH: Heinemann, 1998.

Extend Understanding*Students will be able to:*

- 1.2.4** ask basic questions to clarify information and develop new understanding
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- formulate a variety of questions?
- ask questions to clarify instruction?
- ask questions to elicit information?
- ask questions to clarify understanding?
- ask questions to extend understanding?
- extend thinking through asking critical and creating questions?
- reflect on ideas and experiences?
- select ideas appropriately?

Checklists/Rubrics

Develop a checklist or rubric based on the Focus for Assessment criteria. Note how students use questions to clarify information and extend learning.

Observations

Observation of group work provides excellent opportunities to observe and take note of students' skills in asking questions, clarifying, and extending understanding. One suggestion is to jot notes on self-stick notes, one per student being observed.

Conferencing

Confer with students to encourage them to identify their strengths in appraising ideas and questioning skills.

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

Prior Knowledge

Students will be able to:

- 2.1.1** make and record connections between personal experiences, prior knowledge, and a variety of texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- As part of learning about plant growth from a resource book, students record their findings in a chart and discuss with others:
 - *Was ich schon weiß.*
 - *Was ich gelernt habe.*
 - *Was ich noch lernen möchte.*
- After making oatmeal cookies from a recipe, students comment on how the recipe helped them:

Schüler 1: Das Rezept listet alle Zutaten. So wissen wir, was wir brauchen.

Schüler 2: Das Rezept listet alle Schritte der Reihe nach. So wissen wir, was wir machen sollen.

Schüler 3: Das Rezept listet alle Mengenangaben auf. So wissen wir, wieviel wir brauchen.
- At the onset of a new topic or theme, invite students to create a title page using symbols, words, phrases, and illustrations to display their prior knowledge and personal experiences with that topic.
- Students record one important connection they made between their personal experiences or prior knowledge and what they learned in class. They may hand it in at the end of class as an exit slip.
- Invite students to formulate key questions prior to reading or viewing a text by studying the title, illustrations, and skimming the text. Each question is placed on a large strip of paper and posted in the classroom. Students may share answers to these questions based on their predictions of the text. Students complete the activity by reading or viewing the text to find answers to their initial questions. They compare their initial predictions with the actual information in the text.
- The student looks at the title and illustrations of a text, and then quickly writes or sketches predictions and connections (Quick Write or Quick Sketch).
- Use Venn diagrams to show similarities/differences between two similar texts.

Prior Knowledge

Students will be able to:

2.1.1 make and record connections between personal experiences, prior knowledge, and a variety of texts *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- access prior knowledge?
- have sufficient prior knowledge?
- have breadth, depth, or gaps in prior knowledge?
- share personal experiences?
- explain reasons for predictions?
- make connections between/among new knowledge, experiences, and text?
- discuss connections to other oral, literary, and media texts?
- record predictions and connections?

Checklists

Develop a checklist based on the Focus for Assessment criteria to assess students' skills in making connections between prior knowledge, personal experiences, and variety of texts. Progress over time should be noted.

| Teacher Checklist | | | |
|--------------------------|---|----------------------------------|-----------------------------------|
| Name | Access Personal Experience and Prior Knowledge | Makes Connections to Text | Record Connections to Text |
| | | | |

Anecdotal Records

Review student logs to determine whether students articulate and build upon prior experiences or knowledge.

Learning Logs or Journals

Review student logs to determine whether students articulate and build upon prior experiences or knowledge.

Conferencing

Conference with students to determine whether they can describe and build upon connections between personal experiences, prior knowledge, and a variety of texts.

Work Samples

Collect samples of students' work to observe links between prior knowledge and personal experiences and text (e.g., charts, log entries, title pages).

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

Comprehension Strategies

Students will be able to:

2.1.2 confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When choosing a library book, students skim the cover, illustrations, and content, and then read some random passages to determine whether the book is of interest and at an appropriate reading level.
- Using a learning log, students record what they have learned by drawing pictures, writing, webbing, and jotting down key ideas.
- In a dialogue journal, one student writes an opinion about something such as gum chewing in school. Another student reads the entry in the log, adds a personal opinion, and returns the journal. The conversation continues back and forth.

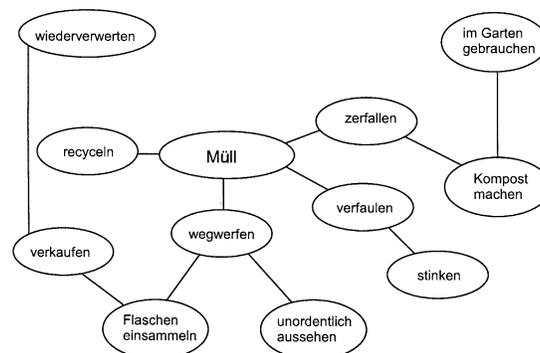
Journal entry

*Kaugummi im
Klassenzimmer
ist nicht schlecht.
Es soll nicht
verboten sein.*

Journal entry

*Das stimmt, aber
Kaugummi unter
dem Pult kleben soll
verboten sein.*

- Students recognize, by sight, words associated with revising and editing text on a word processing program (e.g., *einsetzen, löschen, schneiden, kopieren, einkleben*).
- Students identify and discuss key words/concepts and add them to webs/maps as themes/topics are developed. For example:



Comprehension Strategies*Students will be able to:*

- 2.1.2** confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading (*continued*)

SAMPLE ASSESSMENT STRATEGIES (*continued*)**Focus for Assessment**

Does the student:

- access prior knowledge?
- set purposes for listening, reading, viewing?
- confirm predictions by referring to text?
- adjust predictions while interacting with text?
- make and explain inferences based on text?
- draw and explain conclusions?
- reread to check and confirm understanding?
- retell main components of narrative text (setting, characters, problem or goal, and solutions)?
- retell main components of informational text (identify topic, key idea, supporting ideas, and details)?
- sequence events chronologically when retelling?
- summarize or paraphrase key ideas when retelling?
- include details in retelling that are based on text?
- demonstrate confidence in retelling?
- demonstrate enjoyment?
- use strategies to monitor own self-comprehension?

 Checklists/Rubrics

Create a checklist or rubric based on the Focus for Assessment criteria to note students' developing skills and strategies in making and confirming or rejecting predictions as they monitor comprehension.

 Self-Assessments

Students use a self-monitoring comprehension checklist to self-assess their comprehension. Completed checklists may serve as a focus for student-teacher conferences and may be included in the students' portfolios. It is important that students be familiar with the language used in the checklist.

SAMPLE RESOURCES

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

Consider Others' Ideas

Students will be able to:

2.1.2 confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- DLTA (Directed Listening-Thinking Activity): Students predict what will happen in a story by using the title, pictures, and background knowledge to make predictions. Students silently read a set amount of pages to check their predictions. Students confirm or refute their predictions by reading sentences from the story out loud to support what they are saying. Ask what will happen next. Students continue this throughout the story as they predict, check, and confirm predictions.
- After reading a story, students respond to questions about the story in complete sentences.
- Students, working in small groups, use story maps to record key story elements as they read a story (e.g., characters, plot, setting, problem and solution—*Hauptfigur, Handlung, Problem, Lösung*). Story maps can be used to help students make and confirm predictions.
- Students are given a photocopy of a text along with a number of W-questions paired with *Wer? – blau; Wo? – grün; Was? – gelb; Warum? – rosa*. They read the text and look for cues to each question, highlighting each in a different colour. Students then compare their texts with that of a partner.

Comprehension Strategies*Students will be able to:*

- 2.1.2** confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading (*continued*)

SAMPLE ASSESSMENT STRATEGIES
 Response Journals/Reflection Logs

After viewing the video, the students reflect on the process of predicting what might have occurred next as well as whether or not their prediction was correct. Students are then asked to write about their comprehension processes. These entries may be open-ended or structured according to framed sentences. Structured entries may include the following:

Wenn ich mir einen Film ansehe, dann

- *denke ich an gar nichts.*
- *stelle ich mir vor, ich bin die Hauptperson.*
- *frage ich mich, was passieren wird.*
- *warte ich einfach ab, was kommt.*

Dieses hilft mir, die Handlung zu verstehen:

- *die Musik*
- *die Gestik der Personen*
- *die Mimik der Personen*
- *die Stimmen der Personen*
- *die Beleuchtung*
- *der Kameraeinstellung*
- *die Untertitel*
- *meine Fantasie*

Am besten verstehe ich einen Film wenn...

- *ich ihn schon einmal gesehen habe.*
- *der Lehrer ihn anhält und erklärt.*
- *ich mich frage, was passiert ist.*

 Conferencing

Conference with students to assess knowledge, skills, strategies, and attitudes. Use some of the following questions to guide the conferences.

- What do you know about _____? (topic)
- Why did you choose this text?
- What was your favourite part and why?
- What predictions did you make? Did you change your mind? Why?
- What was the text about?
- What did you do when it did not make sense?
- Did you find any hard words? Show me one of them. What did you do when you met this hard word?
- What did you do when you came to a word you did not know?
- Would you recommend this text to a friend? Why?

Record students' responses. Date and include the context of the conference.

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

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use information in the margins of textbooks, picture captions, questions, chapter introductions, or summaries, and special features, to assist in understanding a topic.
- Have students in small groups practise locating and highlighting textual cues such as titles, headings, illustrations, etc.
- Students read a passage that has no punctuation or quotation marks. Individually, they add punctuation and quotation marks where appropriate. They then form small groups, read their punctuated passages, and discuss how the meaning of the passage changes because of the punctuation and its placement.
- When preparing a group poster presentation, students use headings to organize their information.
- Students use story maps to help them visualize and understand story elements. By completing story maps, students become better at identifying story elements.

Textual Cues*Students will be able to:***2.1.3** use textual cues to construct and confirm meaning (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize the textual cues?
- use textual cues to construct and confirm meaning when reading?
- use textual cues to construct and confirm meaning when listening?
- use textual cues to construct and confirm meaning when viewing?
- use textual cues to enhance the meaning of the text for an audience when composing or creating text?

 Checklists

Develop a checklist that reflects the Focus for Assessment criteria. The context of observations should be noted, along with the date in order to determine progress over time.

 Conferences

Observe students' responses during individual and small group work to determine the extent of textual cues. Then conference with the students to determine, for example, how they were able to identify where punctuation and quotation marks needed to be placed. Conference questions may include:

- *Wie hast du gewusst, wohin der Komma/der Punkt kommt?*
- *Wie hast du gewusst, wohin die Anführungsstriche kommen?*
- *Welche Wörter haben dir das signalisiert?*
- *Warum benutzen Autoren solche Zeichensetzung?*

 Portfolios/Work Samples

Students place copies of original text on which they have highlighted textual cues in their portfolios. Examine students' written work, such as story maps, to determine their ability to use graphic organizers to construct and confirm meaning.

SAMPLE RESOURCES

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

Cueing Systems

Students will be able to:

2.1.4 use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students scan their writing and circle words they do not understand. They use a dictionary to confirm meaning.
- Students add words from their reading or words with common prefixes and/or suffixes to a class scrapbook (e.g., –er means “able to”):

| | |
|---------------|-----------------|
| <i>Lehrer</i> | <i>Arbeiter</i> |
| <i>Sänger</i> | <i>Spieler</i> |
| <i>Lerner</i> | <i>Trainer</i> |
- When reading an unfamiliar word such as “*unvergesslich*”, students look for something familiar within the word, such as a root word or compound word, or they divide the word into syllables to figure it out.
- Students talk about the strategies they use to read unfamiliar words. For example,

Student 1: I reread when I don’t understand.

Student 2: I look at the pictures.

Student 3: I break a word into parts.

Student 4: I sound words out.

Student 5: I skip the word, finish the sentence, then go back and try to figure it out.

Student 6: I think about where I’ve heard a word before and think of how it fits with the sentence.

Cueing Systems

Syntactic Cues: Word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.

Semantic Cues: Meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections among words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.

Graphophonic Cues: Refer to sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.

Pragmatic Cues: Refer to the social and cultural context, purpose, and use of language. These factors affect how the individual constructs meaning.

Cueing Systems*Students will be able to:*

- 2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use semantic (meaning) cues to check meaning?
- use syntactic (word order) cues to decode words?
- use graphophonic (sound-symbol) cues to decode words?
- read for meaning?
- monitor and self-correct?
- demonstrate confidence when reading?
- demonstrate fluency when reading?
- attend to punctuation when reading?
- read with expression
- demonstrate enjoyment when reading?

 Checklists

Use checklists to observe students' use of cues to construct and confirm meaning.

| Strategies and Cues Checklist | | | | |
|--------------------------------------|--------|-------------|-------|---------|
| Name _____ | | Date: _____ | | |
| Text: _____ | | | | |
| Student | Always | Sometimes | Never | Comment |
| Self-corrects | | | | |
| Uses semantic cues | | | | |
| Uses graphophonic cues | | | | |
| Predicts unknown words | | | | |
| Confirms predictions | | | | |
| Rejects predictions | | | | |

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

Cueing Systems

Students will be able to:

- 2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students locate unfamiliar words in the dictionary or the glossary of a book.
- Students make personal telephone lists of family and friends' names and numbers.
- Students use their knowledge of the meaning of prefixes, such as *wieder-*, *vor-*, *un-*, *bi-*, and suffixes, such as *-los* to read and understand the meaning of words such as *wiedersehen*, *vortragen*, *unglaublich*, *bilingual*, *sprachlos*.
- Students participate in a shared reading activity by either reading together with the teacher or following along. The teacher models how to use cueing systems effectively.
- Students use a picture dictionary or dictionary to confirm meaning of words encountered in new text.
- Students use the dictionary to check which spelling should be used in a sentence.
- Students keep a personal list of words they frequently misspell, and refer to it when editing their work

Cueing Systems

Students will be able to:

- 2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context
(continued)

SAMPLE ASSESSMENT STRATEGIES **Anecdotal Records**

Observe and record students in authentic contexts to assess comprehension and determine how they integrate cues to construct and confirm meaning. Keep anecdotal records over time to help identify students' strengths and challenges and to indicate where further support is needed.

 Miscue Analysis

Record miscues as students read orally (one-to-one or audiotaped). Miscues are analyzed to know how effectively students use cueing systems.

 Running Records

Record students' oral reading behaviours as they read text, and analyze the record to determine their use of cueing systems.

 Clozes

The cloze procedure may be used to assess students' skills before and after listening, reading, or viewing a text.

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

Experience Various Texts

Students will be able to:

2.2.1 experience texts from a variety of genres and cultural traditions

SAMPLE TEACHING AND LEARNING ACTIVITIES

- During a class discussion on out-of-school activities, a student talks about a favourite sport, swimming, and participating in a swim meet. The student shows a newspaper article about the swim meet. Groups of students rewrite the information into different genres—news reports, advice column, how to directions, cartoon, etc. All versions are then posted for comparison.
- A student reviews a personal reading log, notices that there are many mysteries listed, and decides to read a folk tale for a change.
- Students dramatize the main events of using one student as narrator and other students as characters.

List of Sample Written, Oral, and Multimedia Tests: Division II

| | | | | |
|-------------------|----------------------|-------------------|------------------|----------------|
| Advertisements | Diagrams | Interviews | Narratives | Reports |
| Adventure stories | Dictionaries | Invitations | News Reports | Role-play |
| Autobiographies | Drawings | Journals | Novels | Short Films |
| Biographies | Encyclopedia Entries | Labels | Plays | Short Novels |
| Brochures | Folk Tales | Letters | Poetry | Signs, Notices |
| Catalogues | Forms | Maps | Presentations | Simple Reports |
| Charts | Grammar Items | Menus | Prints | Songs |
| Cartoons | Graphs | Messages | Puppet Plays | Travelogues |
| Comic Strips | Guest Speakers | Movies | Questionnaires | Tickets |
| Compositions | Historical Fiction | Murals | Readers' Theatre | Times-tables |
| Computer software | Illustrations | Mysteries | Recipes | Schedules |
| Dance | Information Texts | Myths | Repetition | Websites |
| Debates | Instructions | Narrative Stories | Rhyme | Word-play |

Experience Various Texts*Students will be able to:***2.2.1** experience texts from a variety of genres and cultural traditions *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- choose oral, literary, and media texts from a variety of genres and cultural traditions?
- choose to read from a variety of forms, genres, and cultural traditions?
- choose to listen to a variety of forms, genres, and cultural traditions?
- choose to view text from a variety of genres and cultural traditions?
- share experiences about and responses to different forms and genres?
- sustain focused attention for independent reading, listening, or viewing?

 Checklists

Create a checklist based on the Focus for Assessment criteria. The checklists can be reviewed to provide feedback to students and parents and guide classroom instruction.

 Reading Logs

Review the students' Literacy Logs to look for patterns in book selection, and to determine whether the students are choosing a variety of oral, literary, and media texts that expand their experiences with forms, genres, and cultural traditions. Observe students demonstrating an increasing confidence in appreciating a variety of texts.

 Self-Assessments

Students review personal reading logs and set goals for reading a variety of genres.

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

Experience Various Texts

Students will be able to:

2.2.1 experience texts from a variety of genres and cultural traditions (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- In small groups, students discuss favourite videos about heroes and what being a hero means to them.
- A student uses email to communicate with a favourite German author and share information received with the class.
- Read several books related to the author of the month. Then the class discusses similarities and differences in characters, themes, settings, and style.
- After reading a book, a student says: “*Ich finde Millie gut. Sind da andere Millie-Bücher?*” Reply with, “*Doch. Probier’ mal Millie in London!*”
- Students rewrite the ending to a fairy tale read to the class by the teacher. At the end of a fairy tale unit, students act out the fairy tale.
- Students dramatize a scene from a story they read.
- Students read fables from around the world.
- Students examine or create the same plot in different genres or traditions (e.g., German Cinderella fairy tale versus Disney movie versus cartoon, etc.).
- Record students reading, talking about, or dramatizing their favourite part of a text. These recordings provide a tool for sharing texts in the classroom. Students may share their video recordings with their parents.
- Small groups of students choose a favourite poem and prepare a choral reading for presentation.

Experience Various Texts*Students will be able to:***2.2.1** experience texts from a variety of genres and cultural traditions (*continued*)**SAMPLE ASSESSMENT STRATEGIES** **Conferencing**

Conference with students after having them reflect on their experiences with a variety of genres by having them respond to questions such as:

- Which of the texts stands out in your mind? Why?
- Which three texts were most interesting or enjoyable for you? How were they alike? How were they different?
- What is one thing about creative works in German?

Look for evidence that students are open to a variety of experiences, are willing to offer personal responses, and are beginning to make generalizations.

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

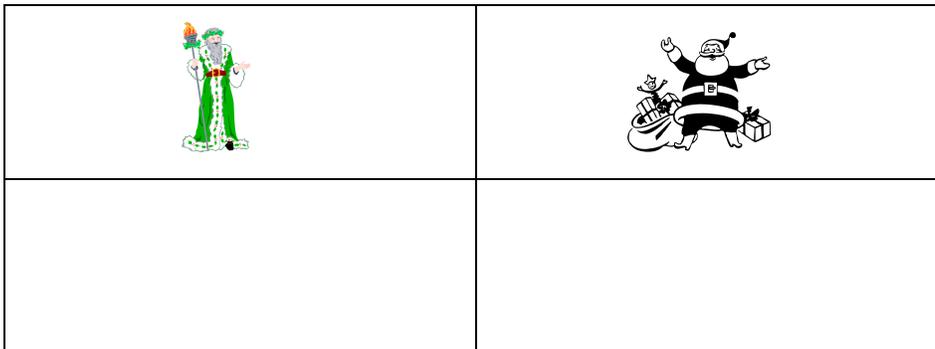
Connect Self, Texts, and Culture

Students will be able to:

- 2.2.2** identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading, viewing, or listening to a variety of texts, students make comments such as:
 - *Ich denke, dass . . .*
 - *Die Hauptfigur gefällt mir, weil . . .*
 - *Meiner Meinung nach . . .*
- Students select experiences referred to in reading texts for further research. They then read their reports on specific topics as if they were television reporters.
- Students create a Venn diagram comparing life in Quebec and Manitoba.
- Students draw and write a character description of Nikolaus and Santa Claus.



- Students complete a Venn diagram after listening to, reading, or viewing a text in order to compare the lead character to themselves. Assist students by working with them to draft the characteristics/qualities of the main character in the story.
- Students write to a pen pal in Germany. They tell about school and leisure time in Manitoba, and ask their pen pal questions about Germany. As a class, students compare lifestyles.

Connect Self, Texts, and Culture*Students will be able to:*

- 2.2.2** identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify similarities between personal experiences and experiences of others in text?
- identify differences between personal experiences and experiences of others in text?
- identify how traditions in his/her life are the same as the cultural traditions in the lives of characters in text?
- identify how traditions in his/her life are different from the cultural traditions in the lives of characters in text?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Students date and record the context of all observations.

 Response Journals

Students will compare a character from a story or video with themselves. Provide sentence starters and vocabulary charts as language support for the activity. Students respond to questions such as “How are the challenges I face different from the challenges faced by characters in the text?”

 Conferences

Conference with students using work samples to determine whether they are able to identify similarities and differences between personal experiences and the experiences of others.

 Work Samples

Assess work samples including written work, artwork, performances, and demonstrations.

 Pen-Pal Letters

Look for the following evidence when editing/assessing the students’ letters to their pen pals:

- information is appropriate, relevant, and clear
- student shares information about family, school, or community
- student asks appropriate, relevant questions about the pen pal
- spelling and mechanics are accurate
- student uses a variety of vocabulary and structures reviewed in class

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

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify mood evoked by oral, literary, and media texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to a story with alliteration, students choose phrases, illustrate them, and talk about how their pictures depict the chosen phrases.
- Students collect frames from comic strips, with such sound words as *Knacks! Plumps! Ssst! Zack!*, and explain how the sounds of the words and the special effects of colour, font size, and style add to the effect of the cartoon.
- Students describe their favourite cartoons in terms of what the characters look like and what they say.
- Students, working in small groups, prepare Reader's Theatre presentations, focusing on conveying emotion and mood through voice expression, background music, and sound effects.
- Display a number of pictures on the bulletin board (e.g., magazine images, book covers, etc.), and play a series of musical clips. Students select the picture that best matches the mood of the music. Students then brainstorm descriptive language that also matches each mood.
- Students create a collage to illustrate a favourite poem. They highlight all examples of figurative and descriptive language in the poem.
- Students view a familiar video story and identify such specific features as long-shot for the setting, close-up for dialogue, cut/fade for change of setting, and voice-over for narration.

Appreciate the Artistry of Texts*Students will be able to:***2.2.3** identify mood evoked by oral, literary, and media texts *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify words in text that convey mental images and mood?
- identify images and the mood they create?
- identify sounds and the mood they create?
- identify movement and the mood it creates?
- identify non-verbal cues and the mood they create?
- discuss reasons for choices?
- recognize how an author or director creates an intended mood?
- use words, images, sound, or movement to create mood in original work?

 Checklists/Rubrics

Invite student input in creating checklists and rubrics based on the Focus for Assessment criteria.

 Anecdotal Records

After practicing identifying descriptive and figurative language with sentence frames, use new sentence frames for students to complete in order to assess their ability to share personal responses to descriptive and figurative language in oral, literary, and media text. Make note of observations on self-stick notes.

 Conferencing

Assess students' skills in identifying and using figurative language. Provide students with individual mini-lessons based on observation and discussion of student work.

 Work Samples

Examine completed collages, poetry, and other work samples to determine to what extent students are identifying and using descriptive and figurative language.

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

2.3 Understand Forms and Techniques

Specific Outcome

Forms and Genres

Students will be able to:

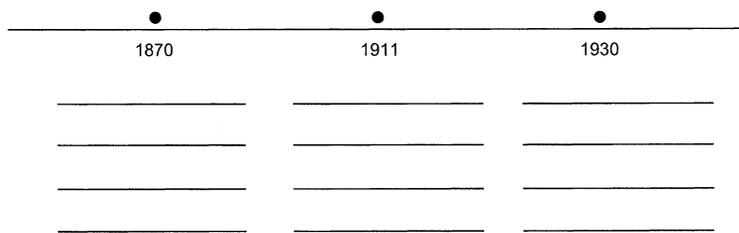
2.3.1 distinguish similarities and differences between various oral, literary, and media forms and texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After viewing group presentations on geographic regions of Manitoba, students identify similarities and differences in the presentations (e.g., use of overheads, charts, pictures, different speakers).
- Students list and discuss the characteristics of a variety of texts, such as:

| Sachbücher | Films | Zeitschriften |
|------------|-------|---------------|
| | | |

- Students read poems and then illustrate them and chart similarities and differences.
- Students make pictorial storyboards of the main events in a story or book.
- A student sketches a map to show a friend how to get to a destination.
- Students create a timeline to depict the main events in Manitoba’s history.



- After a fairy tale unit, groups choose a medium to present their favourite fairy tale (e.g., play, big book, comics on overheads, video).
- Students keep a running checklist of the various forms and genres they encounter throughout the year. Periodically, students reflect in writing upon the nature of the genres and forms.
- Students view video clips of a range of ethnic dances to extract a list of common features and distinguishing elements.
- Provide students with examples of a variety of forms and genres. Students sort them by form or genre.

Forms and Genres*Students will be able to:*

- 2.3.1** distinguish similarities and differences between various oral, literary, and media forms and texts (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize the distinguishing features of a variety of stories that were studied?
- recognize the distinguishing features of a variety of poems that were studied?
- recognize the distinguishing features of simple plays that were studied?
- recognize the distinguishing features of dances that were studied?
- recognize the distinguishing features of informational texts that were studied?
- recognize the distinguishing features of representational forms that were studied?

 Checklists/Rubrics

Develop rubrics that contain descriptors that identify specific elements used in assessing work samples based on the Focus for Assessment criteria.

 Work Samples/Portfolios

Examine students' work samples, such as their form and genre checklist and reflections, for evidence of their ability to incorporate the distinguishing features of the forms and genres they have studied. With students, discuss work samples to determine their understanding of the various forms and genres studied in class.

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

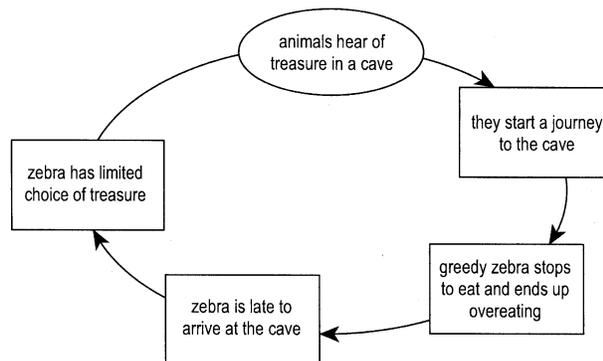
Techniques and Elements

Students will be able to:

- 2.3.2** explain connections between events and roles of main characters in oral, literary, and media texts; identify how these connections may influence people's behaviour

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to a story, students identify the main events of the story and discuss how and why one event leads to the next. They record story events on a group chart or storyboard.



- To assist students in comparing two or more texts, provide sentence frames such as:
Die erste Geschichte gefällt mir besser, weil _____.
Der zweite Film erinnert mich an _____.
ist realistischer, weil _____.
Ich mag die Hauptfiguren in _____ besser, weil ...
sie realistischer
freundlicher sind.
hilfreicher
- Students use a cause and effect organizer to examine overuse of *Naturschätze*.
- In groups, students discuss the reasons for a main character's actions, and then they present back to the class.
Der Affe hat, denn Deshalb.....

Techniques and Elements*Students will be able to:*

- 2.3.2** explain connections between events and roles of main characters in oral, literary, and media texts; identify how these connections may influence people's behaviour (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify the setting in narrative text—where and when?
- retell the story including appropriate details?
- explain the role of main character in the story?
- identify the events in sequence?
- make connections between events and roles of main characters?
- list the events, steps, or key ideas in sequence in informational text?
- make connections among the events, steps, or key ideas?
- identify story elements in narrative media texts?
- identify how media texts may influence people's behaviours by informing, advertising, and entertaining?

Work Samples

Collect samples of sketched stories, storyboards, story frames, and reflections to check for students' ability to explain connections between characters' roles and events.

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

Techniques and Elements

Students will be able to:

- 2.3.2** explain connections between events and roles of main characters in oral, literary, and media texts; identify how these connections may influence people's behaviour

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students collect magazine pictures of food, and describe what makes the food look good (e.g., colour, arrangement, setting).
- Students view book and magazine covers, and discuss how they create interest and provide information about the contents of the text.
- Assess students' recall and understanding of texts by using story frames. Students complete a story frame like the one below to show their knowledge of story elements and their understanding of the relationships between important ideas and supporting details. Assess students' recall and understanding of texts by using Story Plot Frames, (Cagney, 1988).

| Die Handlung kurz gefasst | |
|--|-------------|
| Name _____ | Datum _____ |
| Titel: _____ | |
| In der Geschichte beginnt das Problem wenn _____ | |
| Danach _____ | |
| Dann _____ | |
| Als nächstes _____ | |
| Das Problem ist gelöst wenn _____ | |
| Am Ende _____ | |

- To discuss the connections between the main characters and their roles in the plot of a text, students create a chart such as the following:

| Wer? Hauptfigur | will was? Motive | macht was? Handlung |
|--------------------|----------------------------|------------------------|
| – Rotkäppchen | – ihre Oma besuchen | – geht in den Wald |
| – die 3 Bären | – den Brei abkühlen lassen | – gehen in den Wald |
| – Rotkäppchen | – das Haus untersuchen | – geht in das Haus |

Discuss with students how the characters' motivation and actions drive the plot. Students brainstorm other motives and discuss how they would have altered the story.

Techniques and Elements*Students will be able to:*

- 2.3.2** explain connections between events and roles of main characters in oral, literary, and media texts; identify how these connections may influence people's behaviour (*continued*)

SAMPLE ASSESSMENT STRATEGIES **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Observe students as they interact with texts to assess their ability to explain connections between events and characters in a variety of texts. Date and note the context of the observations. Refer to the checklist periodically to note progress over time.

| Observation Checklist (for identification and story connections) | | | | | |
|---|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Name: _____ | | | | | |
| | Date: _____ Title: _____ | Date: _____ Title: _____ | Date: _____ Title: _____ | Date: _____ Title: _____ | Date: _____ Title: _____ |
| Includes setting—tells time and place | | | | | |
| Names main characters | | | | | |
| States the main story problem | | | | | |
| Includes events in accurate sequence | | | | | |
| Explains how the problem was solved | | | | | |
| Describes the resolutions | | | | | |
| Conveys understanding of text | | | | | |

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

2.3 Understand
Forms and
Techniques

Vocabulary

Students will be able to:

2.3.3 build knowledge of words and word relationships using a variety of sources

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn to spell and explain a new word, and then teach it to their partner.
- Students play *Scrabble* using a timer and a German/English dictionary.
- Students complete a word list of antonyms when given one word from an antonym pair.
- Students make crossword puzzles, word searches, and word games for each other using new German vocabulary and definitions.
- Students run a competition on a weekly basis to see who can build or find the longest word. They may use magazines, dictionaries, the Internet, or other sources throughout the week to locate their weekly entry, which they may also illustrate. Chart all entries and use the chart as a basis for lessons on word formation.
- Students are provided with a text that is missing words (cloze text). Students are encouraged to discuss how the sentence structure and meaning clues help to determine a word in context. They complete the cloze passage with appropriate words.

Techniques and Elements*Students will be able to:*

- 2.3.3** build knowledge of words and word relationships, using a variety of sources
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify homonyms?
- understand the meaning of homonym pairs and groups?
- identify antonyms?
- understand the relationship between opposites?
- identify synonyms?
- understand the relationships among words with similar meaning?
- apply knowledge in authentic literacy context?
- represent the meaning of new words?
- show enjoyment for discovering and using new and interesting words?
- show evidence of expanded vocabulary while speaking, reading, or writing a variety of texts?

 Anecdotal Records

Record observations to document students' developing skills in understanding and using new vocabulary and word structures.

 Peer Assessments

Students assess whether word games are playable, if the directions are clear, if they are fun to play, and if they helped them build their vocabulary.

 Work Samples

Review work samples to assess students' understanding of word structure.

 Portfolios

Students select work samples that demonstrate their knowledge of and enjoyment for learning new words.

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

2.3 Understand Forms and Techniques

Experiment with Language

Students will be able to:

2.3.4 recognize how words and word combinations such as word-play, repetition, and rhyme influence or convey meaning; recognize that exaggeration can be used to convey humour

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When presenting a poem or a story, students focus on the arrangement or repetition of words to enhance the presentation.
- In small groups, students choose a humorous poem and prepare a choral reading for presentation. Have students focus on emphasizing the use of exaggeration in a humorous way.
- Working in pairs, students make lists of words and word combinations that are humorous, interesting, or fun to say. They share their lists with other groups.
- Groups choose from a selection of poems and learn it by memory, and then decide how they will present it to the class (e.g., alternating lines, including actions, varying volume).
- Students change a rhyming poem by substituting the rhyming words.
- Students create raps that incorporate theme vocabulary.

Experiment with Language*Students will be able to:*

- 2.3.4** recognize how words and word combinations such as word-play, repetition, and rhyme influence or convey meaning; recognize that exaggeration can be used to convey humour (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify humour in oral text, in literary text, and in media text?
- explain how humour is created using exaggerated language?
- identify word play in oral text, in literary text, and in media text?
- identify repetition in oral text, in literary text, and in media text?
- identify rhyme in oral text, literary text, and in media text?
- identify imagery in oral text, in literary text, and in media text?
- explain the poetic effect studied?

 Checklists

Develop a checklist based on the Focus for Assessment criteria.

 Rubrics

With student input, create a rubric to assess student progress in identifying figures of speech and experimenting with words and sentence patterns to create effects. The Focus for Assessment criteria can be used to help design the rubric.

 Portfolios

Students choose work samples that demonstrate how they have used language to create pictures.

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

2.3 Understand
Forms and
Techniques

Create Original Text

Students will be able to:

2.3.5 create original texts to communicate and demonstrate understanding of forms and techniques

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Before writing a story, students record initial ideas about characters, setting, events, and timeline in a web, chart, or story map.
- Students jot down ideas for writing from their reading, listening, and viewing experiences.
- Students clip pictures from magazines to create a collage to accompany an autobiographical sketch or presentation.
- When writing a story, a student uses a painting of a Manitoba landscape for extra detail in the setting.
- Students choose a favourite character and write a story, including placing that character in a different setting.
- Design and write a postcard that depicts a holiday.
- Answer a Grade 1 student's letter to the *Weihnachtsmann*.
- Write a journal entry as if you were living in Manitoba during or before the Depression in the 1930s.
- Write an acrostic poem for *Muttertag*.

Create Original Texts*Students will be able to:*

- 2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- create text according to a chosen form?
- incorporate literary techniques into original creations?
- use original language?
- demonstrate understanding of forms and techniques studied?

 Rubrics

Create rubrics that reflect the Focus for Assessment.

 Self-Reflections

Students can keep records of their choices of text through checklists. They can assess the final product.

 Portfolios

Portfolios, with samples of student work, provide valuable assessment information as well as opportunities for student self-reflection and self-assessment. Students choose samples of their best work to include in their portfolios. They should be prepared to explain why they chose certain work samples.

General Outcome

3

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

3.1 Plan and Focus

GRADE

4

Specific Outcome

Use Personal Knowledge

Students will be able to:

3.1.1 categorize personal knowledge of a topic to determine information needs

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Prior to writing a winter story for a Grade 1 class, students discuss how the audience will influence their choice of vocabulary, style, and language (e.g., lots of illustrations and simple sentences).
- When preparing a presentation for the Grade 3 class about life and work in Grade 4, students identify what would be important for Grade 3 students to know and ways to make a presentation informative and entertaining.
- Students use a web, map, or KWL (WML) chart to organize personal knowledge of a subject.
- Students are presented with a partially finished graphic organizer that they complete.

Use Personal Knowledge*Students will be able to:*

- 3.1.1** categorize personal knowledge of a topic to determine information needs
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- verbalize knowledge about a topic when accessing prior knowledge?
- categorize personal ideas and information?
- maintain topic focus?
- recognize information needs for a specific topic?
- use self-questioning to identify information needs?
- demonstrate confidence for exploring topics, assessing prior knowledge, and asking questions?

Checklists

Checklists may focus on summarization or categorization skills. Date observations and note progress over time.

Anecdotal Records

Make brief notes on students' abilities to access personal knowledge and categorize information needs.

Conferencing

Confer with students to determine their skills in summarizing and categorizing information. Help students identify gaps in information misconceptions or areas of uncertainty.

Analysis of Work Samples

Analyze work samples, such as KWL (WML) charts, webs, and Mind Maps, to assess students' ability to use them to summarize personal knowledge and experiences, and to determine information needs.

Portfolios

Students select samples such as the KWL (WML) planner and other graphic organizers to show development of their personal knowledge and understanding of a topic. Samples should be dated and included with the final product.

General Outcome

3

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

3.1 Plan and Focus

GRADE

4

Specific Outcome

Use Personal Knowledge

Students will be able to:

3.1.1 categorize personal knowledge of a topic to determine information needs
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Create Original Texts*Students will be able to:*

- 3.1.1** categorize personal knowledge of a topic to determine information needs
(continued)

SAMPLE **ASSESSMENT** STRATEGIES
 Self-Assessments

Students review their graphic organizers to assess their prior knowledge of a specific topic. The following questions may be used to guide students' self-assessment:

| Untersuchungsplan | |
|---|--------------|
| Name: _____ | Datum: _____ |
| Thema: _____ | |
| 1. Ich habe ____ Ideen aufgeschrieben. | |
| 2. Ich habe meine Ideen meinem Partner erklärt. | (Ja Nein) |
| 3. Danach habe ich ____ andere Ideen aufgeschrieben. | |
| 4. Ich habe mir die Ideen gut überlegt. | (Ja Nein) |
| 5. Ich habe Angaben aufgelistet, die ich untersuchen will, um zu sehen, ob sie stimmen. | (Ja Nein) |

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

Ask Questions

Students will be able to:

3.1.2 ask general and specific questions on topics, using predetermined categories

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When talking about a plant grown in class, students answer such questions as:
Wie oft hast du die Pflanze gewässert?
Wieviel Wasser hat sie bekommen?
Wieviel Licht hat sie bekommen?
Wieviele Tage hat es gedauert, bis der Sprössling erschien?
- When starting to find out about birds, students develop three to five questions under such headings as habitat, babies, enemies, food, and physical description to guide their information gathering.
- Students are given a statement such as *Schmetterlinge fliegen*. They then see how many logical questions they can form based on it:
Wohin fliegen Schmetterlinge?
Wann fliegen...
Wie/Wie oft/Warum...
- Students create research questions for a report on their favourite animal.
- Students create questions to prepare for an interview of a classmate for Valentine's Day.
- Students receive a list of potential research questions on a range of topics, and group them into the categories of *broad* or *narrow* (e.g., *Allgemeine Fragen/spezifische Fragen*).

Ask Questions*Students will be able to:*

- 3.1.2** ask general and specific questions on topics, using predetermined categories
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify information needs?
- ask questions in pre-determined categories to address information needs?
- distinguish between general (broad) and specific (narrow) questions?
- refine questions following small-group discussions?
- refine questions with guidance?
- refine general and specific questions independently?

 Checklists

Use a checklist to determine students' developing skills in asking topic-appropriate questions, and identifying and communicating information needs.

 Conferences

Conference with students about the questions they asked on their KWL (WML) planners, surveys, etc. Guide students to ask appropriate questions for their informational needs.

 Self-Assessments

| Über meine Fragestellung nachdenken |
|--|
| Name: _____ |
| Datum: _____ |
| Thema: _____ |
| Welche Angaben ich am Anfang noch nicht hatte _____ |
| Welche Fragen ich gestellt habe _____ |
| Welche Fragen ich am besten gestellt habe: _____ |
| Diese Frage war besser gestellt als meine anderen Fragen weil: |
| <input type="checkbox"/> sie spezifischer war. |
| <input type="checkbox"/> sie allgemeiner war. |
| <input type="checkbox"/> sie witzig war. |
| <input type="checkbox"/> sie ungewöhnlich war. |
| <input type="checkbox"/> sie mich in neue Themenfelder gebracht hat. |
| <input type="checkbox"/> sie sich nur auf mein Thema bezogen hat. |
| <input type="checkbox"/> sie mir geholfen hat, am meisten zu lernen. |
| <input type="checkbox"/> _____ |

General Outcome

3

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

3.1 Plan and Focus

GRADE

4

Specific Outcome

Participate in Group Inquiry

Students will be able to:

3.1.3 identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Groups choose a Manitoba landscape and prepare questions for a group research report.
- Groups of students create a pet information booklet by choosing relevant topics (e.g., feeding, training).
- Students form an inside and an outside circle. Pose one question and then partners share ideas. Then one circle moves one place so that the partners change and information is shared again, but with a new partner.
- When a topic for inquiry is chosen, students do a “free write” exercise in which they write non-stop about anything they know related to the topic. In small groups, students collect their background knowledge on self-stick notes. Then invite students to contribute to a large class web by suggesting cluster headings to be written on the board. Students then stick their pieces of background knowledge in the appropriate places as they share their knowledge. Take an inventory of gaps in the class and communal knowledge.

Participate in Group Inquiry*Students will be able to:*

- 3.1.3** identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research (*continued*)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- focus on a topic?
- discuss personal knowledge about the topic?
- generate possible categories of questions?
- generate questions for group inquiry?
- understand the stated purpose of group inquiry?
- work collaboratively with peers to share skills while categorizing and ranking questions for group inquiry or research?

 Checklists

Record observations on a checklist based on students' abilities to share personal knowledge and ideas for topics with classmates. Date and include the context of each observation, and use the data to inform instruction.

 Conferences

Conference with students to discuss their contributions to group discussions and participation in class activities such as the Class Web or Inside/Outside Circle.

 Self-Assessments

Students assess their contributions and participation in group inquiry, and reflect on their group interactions following an activity.

| Über Gruppenarbeit nachdenken | |
|---|-------|
| Name: | _____ |
| Datum: | _____ |
| Untersuchungsthema: | _____ |
| Gruppenmitglieder: | _____ |
| 1. Was war mein bester Beitrag zur Gruppendiskussion? | |
| Vorschlag: | _____ |
| Idee: | _____ |
| Frage: | _____ |
| Tätigkeit: | _____ |
| 2. Warum war das mein bester Beitrag? | |
| 3. Was ich von meiner Gruppe gelernt habe: | |
| 4. Eine Frage, die mir später eingefallen ist: | |
| 5. Was ich beim nächsten Mal besser machen kann: | |

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

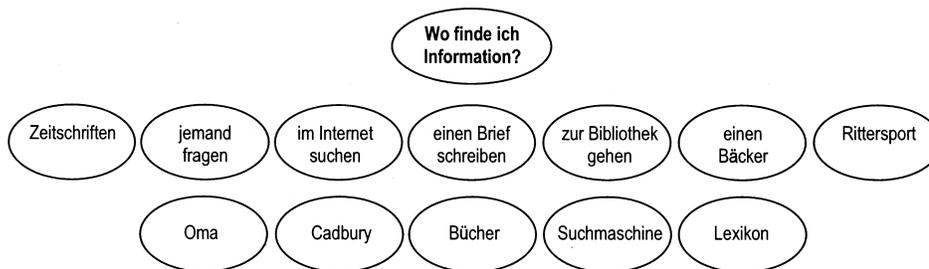
Participate in Group Inquiry

Students will be able to:

3.1.4 select and use a plan for gathering information

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use webbing as a means to gather information about where to get information (e.g., *Wo findet man Information über Schokolade*).



- Students prepare an animal report by:
 - using a “What information do I need?” checklist
 - making a “Where do I look for?” data list
 - preparing a timeline and recording progress (“we did _____”)
- A student reminds the group that they cannot print a whole website, and refers to a chart that has been prepared by the class on taking notes from a screen.

Participate in Group Inquiry*Students will be able to:***3.1.4** select and use a plan for gathering information (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- discuss the various plans for conducting inquiries that have been taught?
- select an appropriate plan for the intended project?
- follow a plan for locating and recording information?
- follow the inquiry timeline independently?
- require assistance to follow the inquiry timeline?

 Checklists

Develop a checklist to assess students' skills in using a variety of strategies for gathering information and selecting an appropriate strategy for recording information.

 Conferences

Conference with students to discuss which strategies they have chosen to gather and record information.

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

Participate in Group Inquiry

Students will be able to:

3.1.4 select and use a plan for gathering information *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look for key words when gathering information on a topic and record them on a graphic organizer such as a web.
- Through discussion, students develop a list of places where information on a topic could be located. They display the list for future reference. For example,
 - books/encyclopedias/magazines (secondary)
 - Internet websites
 - interviewing community members (primary)
 - DVDs (secondary)
 - field trips
- Students use various types of organizers to record ideas and display them, and discuss situations where they can be used.
- Students talk about how they can find out about their community in the past:
 1. *Schüler: Ich kann meine Oma fragen. Sie wohnt schon lange hier.*
 2. *Schüler: Ich habe in der Bibliothek Bücher gesehen.*
 3. *Schüler: Vielleicht können wir eine historische Stätte besuchen.*
- Have students complete exit slips at the end of each inquiry session. The Inquiry Exit Slip may include a reflection about what was accomplished, as well as plans for what will be done during the next inquiry session.

Ausgangszettel

Name: _____ Datum: _____

Heute habe ich Folgendes geschafft:

In der nächsten Untersuchungsstunde werde ich:

GRADE

4

Specific
Outcome

Participate in Group Inquiry

Students will be able to:

3.1.4 select and use a plan for gathering information (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

General Outcome

3

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

3.2 Select and Process

GRADE

4

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 record, select, and share personal knowledge of a topic to focus inquiry or research

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use dialogue journals to communicate with peers, parents, or teachers to explain information they acquired during a listening, reading, or viewing activity. The selected partner responds to the ideas and information the journal writer has expressed.
- Students view a video and share three facts gleaned from their viewing with the rest of the class. Each student poses one question.
- Students use the front of file cards to record everything they know about a topic (one item per card). Tell them they will be placed in groups of four. The group will be allowed to present no more than 10 facts. Prior to joining any group, each student selects his or her “best” facts. On the back of each file card, students write a statement explaining why they have chosen to select or not to select each fact.

Identify Personal and Peer Knowledge*Students will be able to:*

- 3.2.1** record, select, and share personal knowledge of a topic to focus inquiry or research (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- access personal knowledge to focus on topics under study?
- share personal knowledge that focuses on topics under study?
- record personal knowledge that focuses on topics under study?
- listen to others?
- show respect for the knowledge of others?
- recognize when misinformation has been included?
- research to correct misinformation?

 Checklists

Develop a checklist from the Focus for Assessment criteria. Date and record the context of all observations.

 Conferencing

Conference with students about work in progress to determine how students select, record, and share personal information.

 Journals

Respond to students' dialogue journals or inquiry notebooks to help them clarify concepts and topics.

 Portfolios

Use work samples to determine whether there is progress in students' abilities to identify and share personal knowledge on a topic.

 Work Samples

Work samples provide a range of recording methods that students use.

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

Identify Sources

Students will be able to:

3.2.2 answer inquiry or research questions, using a variety of information sources

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use such resources such as nature magazines, children's encyclopedias, and the teacher to find out about a topic such as bison.
- Prior to a field trip, the students write research questions on cards and answer these on the back of the card during or after the trip.
- Students create a *PowerPoint* presentation on Quebec using the German *Encarta* encyclopedia on CD-ROM.
- Through class discussion, students develop a list of places where information on pioneers could be located (e.g., library, Internet, museums, resource people, family members, etc.). This list is displayed in the classroom for future reference.
- Students prepare a checklist of each type of information source they brainstormed (see 3.1.4). Each time they access a different type of source, they check it off.
- Invite students to record personal knowledge of a topic on a graphic organizer, and review the information to determine their information gaps. Students, with teacher guidance, are asked to generate interview questions they will ask their peers to help fill these gaps. Students work in pairs or small groups to interview peers.
- Students use research cards when gathering information on a topic under study. Invite students to brainstorm a list of inquiry questions. Each student writes one inquiry question on a research card. They record the source on the front of the card and the information they found to answer the question on the back. Students work in pairs to complete research cards and share their findings with other pairs in small groups.
- Prepare a sheet with excerpts from and/or the titles of a range of sources. Students categorize these as being either primary or secondary (*Primärtext oder Sekundärliteratur*).

Identify Sources*Students will be able to:*

- 3.2.2** answer inquiry or research questions, using a variety of information sources
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify primary sources?
- identify secondary sources?
- identify several oral, literary, and media sources?
- use a variety of sources independently to answer inquiry or research questions?

 Checklists

Develop a checklist based on the Focus for Assessment criteria to document students' developing skills in accessing information in German, using a variety of sources.

 Conferencing

Conference with students about the sources they used to answer their inquiry or research questions. Encourage and coach the students to use a variety of sources. Conference with the students individually during each step of the inquiry process. Review the field trip research cards to determine whether students are acquiring information on excursions.

 Self-Assessments

Students reflect on their progress in using a variety of sources when accessing information in German on a specific topic. They complete the following information sheet to show the progress of their inquiries.

| Was ich weiß/Was wir wissen | |
|--|--------------|
| Name: _____ | Datum: _____ |
| Was wir gelernt haben: _____ | |
| Wie wir es gelernt haben: _____ | |
| Was wir jetzt damit machen können: _____ | |
| _____ | |

 Portfolios

Students choose work samples such as Research Cards and notes and questions recorded after field trips for their portfolios. These samples, along with completed projects, show work in progress.

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

Evaluate Sources

Students will be able to:

3.2.3 review information to determine its usefulness to inquiry or research needs

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A student looks for books on yearly celebrations in pioneer times. The books only tell about the origin of the celebration so the student asks a great-grandparent if she or he remembers attending such celebrations.
- A student finds books about bats in the school library while researching the habitats of bats. The table of contents in one book indicates North American bats. The student consults other books to find out if bats are found in other places in the world.
- A student is looking for information on the different kinds of webs that spiders make. The student locates a chapter on “Spider Webs” in one book, turns to that section, and finds the information is not as detailed as expected. The student then consults another book.
- Invite students to assist in developing a checklist that will be used to determine the effectiveness of resources for researching. For example,
 1. The resource contains maps and graphs that are useful.
 2. I can understand the text.
- Make and post a classroom chart to help students choose appropriate sources. Instruct and guide students as they use the chart for gathering information. Students use individual copies to help them select relevant sources.

Kriterien zur Bewertung von Informationsquellen

Wer hat den Text geschrieben? (Laien? Experten?)
 Wo wurde er herausgegeben? (im Inland? im Ausland?)
 Wer hat ihn herausgegeben? (eine Privatperson? ein Verlag? eine Firma?)
 Enthält er Abbildungen?
 Enthält er Schaubilder?
 Enthält er eine Quellenangabe?
 Enthält er Texthilfen? (Erklärungen? Überschriften?)
 Ist der Inhalt überschaubar?
 Kann man den Inhalt gut verstehen?

Evaluate Sources*Students will be able to:*

- 3.2.3** review information to determine its usefulness to inquiry or research needs
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use the criteria established for evaluating sources?
- self-question to determine appropriateness of sources?
- discard inappropriate sources?
- differentiate between suitable and unsuitable information?
- assess a variety of sources of information?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Observations should be dated and the context recorded. Use collected data to guide instruction.

 Small Group Conferences

Conference with small groups of students to assess the students' skills in determining the usefulness of information sources for inquiry, using pre-established criteria. Observations are dated and the context of the observation is recorded to determine progress over time.

General Outcome

3

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

3.2 Select and Process

GRADE

4

Specific Outcome

Access Information

Students will be able to:

3.2.4 use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Make an overhead of the Table of Contents from a non-fiction book, and review necessary vocabulary (e.g., *Inhaltsverzeichnis, Vorwort, Vorbemerkung, Hinweise, Überblick, Kapitel, Teile, Bibliographie, Literaturhinweise, Anlagen, Sachregister, Stichwortverzeichnis*). The class can discuss what information would be found and what would not be found or on what page specific information could be found.
- Students discuss information sources to learn about space and decide whether it would be best to learn about space from a documentary rather than a movie.
- Students use the table of contents to determine where to look for information about teepees.
- Students scan headings in the encyclopedia article about bison to find information on their young.
- Students look at pictures, diagrams, graphs, headings, and sub-headings to determine text content. During read-aloud or shared reading sessions, lead discussions about why captions, diagrams, or pictures are included in the text, and whether the information presented is appropriate and accurate. Verbalize your thinking to model how information in pictures, diagrams, headings, and subheadings are used.

Access Information

Students will be able to:

- 3.2.4** use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use the following tools to access information?
 - indices
 - maps
 - atlases
 - charts
 - glossaries
 - card or electronic catalogues
 - dictionaries
 - visual cues such as headings and sub-headings
 - auditory cues such as volume, repetition, pacing, music
 - multiple sources

 Checklists

Create a checklist based on the Focus for Assessment criteria. Observations should be dated and the context recorded. The data should be used to guide instruction.

General Outcome

3

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

3.2 Select and Process

GRADE

4

Specific Outcome

Access Information

Students will be able to:

3.2.4 use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Invite students to practise using the table of contents, guide words, headings, labels, diagrams, captions, and the index in a Treasure Hunt game. Students participate in the game by working in small groups or in pairs to locate information to answer questions. Questions may include:
 - *Auf welcher Seite fängt das Märchen “Rotkäppchen” an? Welches Kapitel erzählt über Indianer?*
- Students gather commonly appearing computer icons and organizational conventions. They reflect on their effectiveness in a Reflection Log. Students may also compare such icons and conventions on German versus English or French websites.

Access Information*Students will be able to:*

- 3.2.4** use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas (*continued*)

SAMPLE ASSESSMENT STRATEGIES
 Self-Assessments

Students complete a self-assessment questionnaire to determine their own skills at using visual cues to locate and gather information and ideas. Possible statements could be: “I use information from pictures.” “I use headings and sub-headings to determine what the text is about.”

| Locating and Gathering Information Self-Check | | | | |
|--|--------------|-------------|----------------|-----------------|
| | Super | Okay | Not Yet | Comments |
| I use the computer catalogue to find the call number of books. | | | | |
| I locate books on the shelves. | | | | |
| I use the table of contents to find my topic. | | | | |
| I use an index to find my topic. | | | | |
| I use information from diagrams. | | | | |
| I use information from maps. | | | | |
| I use information from pictures. | | | | |
| I use guide words to help me locate my topic. | | | | |
| I find and use signal words in the text to help me gather information. | | | | |
| I use search engines to help me find information on the Internet. | | | | |
| I use the computer catalogue to find the call number of books. | | | | |

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

Make Sense of Information

Students will be able to:

- 3.2.5** determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are given copies of the same encyclopedia entry. They are instructed to highlight main and supporting ideas in two different colours. A copy of the entry is projected and, as a class, the decisions are discussed.
- Students become an “expert” in one area of a topic by reading and discussing it in a group. Each group member then moves to another group to “teach” their area and “collect” information from the other experts.
- Have students view a video or listen to a story and stop it at a crucial point near the beginning. Students write their prediction of the main idea. At the end of the video/story, students discuss prediction.
- Invite students to share their prior knowledge on a topic of interest. Read aloud a short informational passage on this topic. Model using the Herringbone Map to help students identify the main ideas. Students work in small groups to complete maps.
- Two students role-play a telephone conversation using a prepared script. With direction, classmates discuss the gist of the conversation and decide on the main idea.
- Students watch an animated cartoon with the sound turned down. They are told in advance to look for the main problem and any subordinate details. After the viewing, students share their interpretations.
- Students practise basic outlining techniques as they note main ideas of a text and indent the supporting ideas beneath them.
- Students compare two types of organizers and their application to a given text. They discuss which one best illustrates the relationship of the main and supporting ideas.

Make Sense of Information*Students will be able to:*

- 3.2.5** determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- access prior knowledge to make predictions?
- connect prior knowledge to new learning?
- make inferences based on prior knowledge ?
- identify main ideas?
- identify supporting ideas?
- identify supporting details?
- use mapping skills to visually illustrate relationship between main and supporting ideas?
- use auditory cues to determine main and supporting ideas?

 Checklists

Create checklists based on the Focus for Assessment criteria to determine students' skills in determining the main idea. Date and record the context of the observations to determine progress over time. Use the data to inform instruction.

 Conferences

Conference with students as they use sources to research information for answering inquiry questions. During the conference, determine whether students are able to identify the main idea in the texts they are using, and provide positive feedback and guidance during the conference.

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

3.3 Organize,
Record, and
Assess

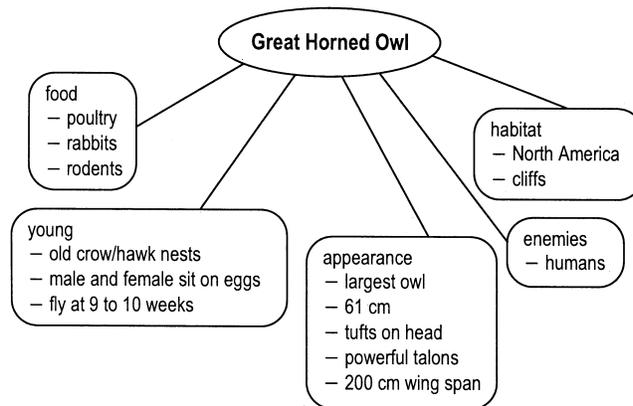
Organize Information

Students will be able to:

3.3.1 organize information and ideas in logical sequences, using a variety of strategies

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students decide which way to organize information on changes to the environment in Manitoba—by geographic regions or by natural resources.
- Students record information in categories on a semantic map/web in tables, flow charts, or other graphic organizers (see Appendix D).



- Students create a class calendar of events for each month and post it on a bulletin board.

Organize Information*Students will be able to:*

- 3.3.1** organize information and ideas in logical sequences, using a variety of strategies
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- organize information and ideas in logical ways?
- use a variety of graphic organizers to organize ideas?
- explain the organizational pattern chosen?

 Checklists

Develop a checklist based on the observation criteria.

 Conferences

Conferences provide opportunities to discuss specific organizational techniques and strategies with students on an individual basis.

 Work Samples

After students have had ample opportunity to practise using a variety of graphic organizers to gather and organize information and ideas, collect work samples to assess students' abilities. Review completed charts, maps, and webs.

 Portfolios

Students select work samples that provide evidence of their use of graphic organizers to categorize and present ideas and information gathered to answer inquiry questions. Assist students in choosing appropriate graphic organizers. Work samples should be dated to show progress over time.

 Anecdotal Records

Record observations and examples of how students organize ideas and information using a variety of strategies.

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

3.3 Organize,
Record, and
Assess

Specific
Outcome

Organize Information

Students will be able to:

3.3.1 organize information and ideas in logical sequences, using a variety of strategies
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After students have had ample opportunity to practise using a variety of graphic organizers to gather and organize information and ideas, collect work samples to assess students' abilities. (See Appendix D for sample graphic organizers.)
- Students compare and contrast various food items by using a number of graphic organizers including a *Kreuztabelle*.

| | vitaminreich | proteinhaltig | leicht mitzubringen | nicht klebrig |
|--------------|--------------|---------------|---------------------|---------------|
| Vorteile | | | ✓ | |
| Imbissorten | | | ✓ | |
| Apfelsine | ✓ | | ✓ | ✗ |
| Apfel | ✓ | | ✓ | ✓ |
| Rosinen | | | ✓ | ✓ |
| Chips | | | ✓ | ✓ |
| Nüsse | | ✓ | ✓ | ✓ |
| Wassermelone | | | ✗ | ✗ |

GRADE

4

Specific
Outcome

Organize Information

Students will be able to:

3.3.1 organize information and ideas in logical sequences, using a variety of strategies
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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

3.3 Organize,
Record, and
Assess

Record Information

Students will be able to:

3.3.2 record facts and ideas, using a variety of strategies; list authors and titles of sources

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students record key words and phrases about each subtopic of their research project on narrow strips of paper or self-stick notes.
- Students collect and record information on lifestyle in Quebec under such headings as *Mahlzeiten, Freizeit, Sport, Kleidung, Feiertage, Sprachgebrauch*.
- After viewing a video, students web and illustrate the main and supporting details from the story.
- Students write a bibliography for their animal reports using a template.
- Students use self-stick notes or file cards on which to record important information about an animal they are researching.
- Students record information on colour-coded strips of paper while researching animals (e.g., all information about food is on green paper).
- Students receive a scrambled collection of facts and opinions. They categorize them into the groupings of *Tatsachen* and *Meinungen*.

Record Information*Students will be able to:***3.3.2** record facts and ideas, using a variety of strategies; list authors and titles of sources (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify key words, phrases, and images?
- make notes of key words, phrases, and images by sub-topics?
- use a variety of organizers to group key-word notes?
- cite authors?
- cite titles of sources?
- arrange sources alphabetically?

 Checklists

Develop a checklist based on the Focus for Assessment criteria.

 Conferences

Conference with students to discuss how their note-taking methods suit their inquiry or research projects. Ask the students why they chose a particular organizational method for their notes. Use the students Reflection Logs to discuss match between the questions posed and the notes compiled to answer them.

SAMPLE RESOURCES

Nicol, Eric. *History of Canada*. David Hackett, Montreal, 1959.

Leacock, Stephen, National Library of Congress.

General Outcome

3

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

3.3 Organize,
Record, and
Assess

GRADE

4

Specific
Outcome

Record Information

Students will be able to:

3.3.2 record facts and ideas, using a variety of strategies; list authors and titles of sources (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students examine and respond to a series of preposterous statements presented as fact by humourists such as Canadians Eric Nicol, Stephen Leacock, and others. Students determine that humourists are not the most reliable sources of information.

Record Information*Students will be able to:*

- 3.3.2** record facts and ideas, using a variety of strategies; list authors and titles of sources *(continued)*

SAMPLE ASSESSMENT STRATEGIES

 Portfolios/Self-Assessments

Students select samples of their notes along with completed projects. They include a self-reflection sheet explaining why they chose a particular piece of work. Work samples should be dated to show progress over time. An example self-reflection sheet may include the following:

| Notizen machen—Selbstbeurteilung | |
|---|--|
| Name: | _____ Datum: _____ |
| Projekttitel | _____ |
| 1. | Wie ich Notizen gemacht habee: – in Stichpunkten, der Reihe nach – in Stichpunkten, mit Überbegriffen – in Tabellenform – in Igelform – gar nicht |
| 2. | Dann habe ich die Information so geordnet: – in Tabellenform – als Flussdiagramm – in Igelform – in Kreisform – auf Kärtchen – gar nicht. Ich habe mein Projekt geschrieben, ohne vorher die Informationen zu ordnen |
| 3. | Auf diese Leistung bin ich stolz: _____ |
| 4. | Das kann ich verbessern: _____ |

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

3.3 Organize,
Record, and
Assess

Evaluate Information

Students will be able to:

3.3.3 examine collected information to identify which categories or aspects of a topic need more information

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After collecting information for a poster about the four families of an orchestra, students realize that they need more examples of brass instruments. They check to see where their picture of a saxophone should go.
- In a journal, students use sentence stems, such as
 - *Ich brauche mehr Information über...*
 - *Ich frage mich warum/wie...*
- Students review group jot notes recorded on the whiteboard, delete repeated facts, decide if there is sufficient information, and use the notes to write an outline, followed by a report.
- Students use the 5 Ws to determine whether information provided is complete.
- Students, working in small groups or pairs, collect information on jot notes, information cards, or research cards. They read and think about their questions as they sort the information into three possible categories: information that is irrelevant, information that is suitable, and information that may be useful at a later time.

Evaluate Information*Students will be able to:*

- 3.3.3** examine collected information to identify which categories or aspects of a topic need more information (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- organize information into categories?
- identify gaps in information?
- seek appropriate information to fill the gaps?
- delete irrelevant information?

 Checklists

Observe and assess students' skills in deciding whether information gathered is suitable and sufficient to answer inquiry questions. Data should be dated and the context of the observation recorded. Review the data to inform instruction.

 Conferences

Conference with students to discuss students' work in progress. Ask questions about the suitability of the information collected, and provide feedback and guidance.

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

3.3 Organize,
Record, and
Assess

Evaluate Information

Students will be able to:

3.3.3 examine collected information to identify which categories or aspects of a topic need more information (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use a Research Checklist for self-assessment to determine information needs during the research process to assess the research experience and skills. In a journal, students use sentence stems, such as

| Informationssuche—Schülercheckliste | |
|---|--|
| Name _____ | Datum _____ |
| Untersuchungsthema _____ | |
| Planung | |
| <input type="checkbox"/> | Ich habe das Thema verstanden. |
| <input type="checkbox"/> | Ich habe Fragen zum Thema gestellt. |
| <input type="checkbox"/> | Ich habe einen Plan entwickelt. |
| Angaben sammeln | |
| <input type="checkbox"/> | Ich habe Informationsquellen aufgelistet. |
| <input type="checkbox"/> | Ich habe Informationen gefunden. |
| <input type="checkbox"/> | Ich habe die besten Quellen gewählt. |
| Notizen machen | |
| <input type="checkbox"/> | Ich habe Informationen kurz notiert. |
| <input type="checkbox"/> | Ich habe die Angaben in eigenen Worten formuliert. |
| <input type="checkbox"/> | Ich habe die Angaben kategorisiert. |
| <input type="checkbox"/> | Ich habe nur die besten Angaben behalten. |
| <input type="checkbox"/> | Wo Angaben gefehlt haben, habe ich weitergesucht. |
| Über meine Arbeit nachdenken | |
| <input type="checkbox"/> | Ich habe meinen Plan durchgeführt. |
| <input type="checkbox"/> | Ich habe meine Fragen beantwortet. |
| Ich habe diese neuen Fähigkeiten gerlernt:: _____ | |
| Beim nächste Mal werde ich: _____ | |

Evaluate Information*Students will be able to:*

- 3.3.3** examine collected information to identify which categories or aspects of a topic need more information (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES
 Inquiry Checklists

Model how to complete an inquiry checklist with the class.

| Informationensuche—Gruppencheckliste | |
|---|---|
| Name: _____ Datum _____ | |
| Planungsprozess | <input type="checkbox"/> Wir haben unser Thema verstanden. <input type="checkbox"/> Wir haben etwas im Voraus gewusst. <input type="checkbox"/> Wir haben gute Fragen gestellt. <input type="checkbox"/> Wir haben einen Plan entwickelt. |
| Materialiensammlung | <input type="checkbox"/> Wir haben unsere Quellen gefunden. <input type="checkbox"/> Wir haben die besten Quellen herausgesucht und gebraucht. <input type="checkbox"/> Wir haben unsere Auskunft gesammelt. <input type="checkbox"/> Wir haben die Informationen sortiert. <input type="checkbox"/> Wir haben die Fragen beantwortet. <input type="checkbox"/> Wir haben unsere Ergebnisse notiert. <input type="checkbox"/> Wir haben neue Fragen entwickelt und notiert. |

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

3.3 Organize,
Record, and
Assess

Develop New Understanding

Students will be able to:

- 3.3.4** use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create a checklist with headings such as “*Was hast du neu gelernt?*”
- Students create a mind web with new information on a topic.
- Students peer edit their report on *Indianer der Ebene* to check for understanding.
- Students use a class-developed set of criteria to evaluate their own research skills. For example:

| Untersuchungen durchführen—Selbstbewertung | |
|---|-----------|
| | Ja / Nein |
| 1. Ich habe mehr als eine Quelle benutzt. | |
| 2. Ich habe Antworten auf alle meine Fragen gefunden. | |
| 3. Ich habe alle Fragen mit eigenen Worten beantwortet. | |
| 4. Ich habe meine Ergebnisse auch graphisch dargestellt. | |
| 5. Ich habe Titel, Autoren, usw. in meiner Quellenangabe vollständig aufgelistet. | |
| Bei der nächsten Untersuchungsaufgabe werde ich: | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |

Evaluate Information*Students will be able to:*

- 3.3.4** use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- choose a plan to guide inquiry?
- gather information from a variety of sources?
- answer questions with sufficient information?
- use graphic organizers to visualize information?
- organize information clearly?
- note gaps in information?
- integrate new knowledge based on information gathered?
- raise new questions bases on inquiry?

 Checklists

Develop a checklist based on the Focus for Assessment criteria.

 Student Self-Assessments

Students rates themselves on the following points:

- I gathered information on a variety of sources.
- I answered questions with sufficient information.
- I used graphic organizers to visualize information.
- I raised new questions.

General Outcome

4

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

4.1 Generate and Focus

GRADE

4

Specific Outcome

Generate Ideas

Students will be able to:

4.1.1 generate and contribute ideas on particular topics for oral, written, and visual texts, using a variety of strategies

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Give students a question to be answered after a passage is read to them. Students discuss the passage and answer the question.
- Student groups create a role-play in German after viewing and discussing a picture prompt.
- Students give a “book talk” on their current German free-reading book.
- Students write notes while viewing a German video (e.g., a German tourist video is shown on Canada). Students make notes on the Manitoba and Quebec sections.
- Students jot key words and phrases in point form on strips of paper or cards as they read and listen.

Generate Ideas*Students will be able to:*

- 4.1.1** generate and contribute ideas on particular topics for oral, written, and visual texts, using a variety of strategies (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate fluency in generating ideas?
- note key words and phrases?
- visually represent ideas to focus topic?
- choose ideas and information relevant to the topic?
- group information appropriately?
- use an informational text frame appropriately?
- use pictures or diagram frames to record important ideas and information?

 Checklists

Develop checklists based on the Focus for Assessment criteria in order to observe students' skills in generating ideas on specific topics. The data are then used to provide feedback during conferencing.

 Conferences with Work Samples

Use student work samples and observations to provide feedback regarding students' skills in generating and contributing ideas.

SAMPLE RESOURCES

German language video on Canada from Coles Books.

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

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students choose to recreate a favourite fairy tale after the fairy tale unit. They use a skit, big book, overhead presentation, puppet play, or taped story with visuals.
- Students retell a story in a Reader's Theatre format.
- Students add text to a comic strip and then share with a group.
- Students share a *PowerPoint* presentation on their favourite animal.
- Students, in groups, present their poster on a Manitoba landscape.
- Students complete a book talk on the current book being read during *Leise Lesen*.
- Select a familiar story with a simple plot and write different forms of representation on file cards (e.g., TV commercial, sales demonstrations, CD cover, cartoon, grocery store till slip, pamphlet, assembly instructions, etc.). Each group draws a card and represents the plot of the story in the particular form written on the card.
- Sample Forms

Diary Entry

The Great Blizzard of April, 1997

Friday, April 4, 1997

Today was the day that I would finally get my cast off. Me—Karen, Mom, Dad, and Jack were on our way to the hospital. Once we were finished there we would be on our way to Grand Forks. My Uncle B., Auntie D., Lindsay, and Evan were also going with us. We finally got to Winnipeg to pick them up and then we were on our way. We stopped in Emerson and got Mondetta sweatshirts because they were on sale. When we got to the Holiday Inn in Grand Forks, we dropped off our bags and went shopping. When we came back we went swimming in the pool. Jack got hit in the head with the beach ball. Got room service pizza. Our parents went out for supper. Lindsay and I had to babysit the two brats; Evan and Jack. We watched MTV for a while and then went to bed. I got the cot. Jack had to sleep with Mom.

Choose Forms*Students will be able to:***4.1.2** use a variety of forms for particular audiences and purposes (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- discuss various forms and their intended purposes?
- consider the audience’s needs?
- select appropriate forms for various audiences and purposes?
- use of a variety of oral, literary, and media forms?
- change oral, written or media text into other forms (e.g., change a story into reader’s theatre, change a mural into an oral story)?
- present various forms to audiences throughout the year?

□ Checklists

Develop criteria for various forms, and observe students as they select the best method to communicate their message for particular audiences. The focus for observation for a variety of forms is listed below:

i. Narratives

Observe students’ abilities to select and use one of the story planners studied in class. The story frame chosen may be used to assess students’ writing of these forms.

ii. Reports

Does the student:

- include an introduction?
- present the main idea clearly and precisely?
- relate supporting ideas to the main idea?
- include details that explain the ideas?
- include a conclusion?

iii. Reader’s Theatre

Does the student:

- use appropriate voice intonation to portray character?
- use appropriate voice volume?
- limit movement to simple gestures?

iv. Murals

Does the student:

- highlight main ideas visually?
- sequence according to outlines or notes?
- include specific details?

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

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Sample Forms.

Smoking Survey

We are conducting a survey for all Grade 6 students in school about cigarette smoking. We would like you to answer the following questions. You don't have to put your name on the sheet. Just answer the questions honestly according to your own experience and what you know.

1. Do you know the effects of smoking? If so, name three.

2. Why do you think teenagers smoke?

3. How many cigarettes do you think are smoked by teenagers on a daily basis? _____
4. What percent of teenagers do you think have tried smoking?
a) about 25% c) about 75%
b) about 50% d) about 100%
5. What percentage of teenagers do you think smoke on a regular basis?
a) about 25% c) about 75%
b) about 50% d) about 100%
6. Have you been pressured to try smoking? _____
7. Please circle: I am: male female

Choose Forms*Students will be able to:***4.1.2** use a variety of forms for particular audiences and purposes (*continued*)SAMPLE **ASSESSMENT** STRATEGIES **Rubrics**

With students, develop rubrics that describe different levels of performance related to the criteria for each assignment.

 Portfolios

Students choose pieces they have composed in a variety of text forms for a variety of audiences. Students are encouraged to include sample planners with their final work.

 Self-Assessments/Peer Assessments

Have students work in groups to create a form. Ask each group to agree on three or four criteria they will use for self- and peer assessment. For example, students might focus on the following:

- participation
- openness to new or different ideas
- creativity
- attention to detail

They could keep these assessments in journals, portfolios, or learning logs.

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

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Sample List of Text Forms

Written Texts

Advertisements
 Biographies and autobiographies
 Brochures, pamphlets and leaflets
 Catalogues
 Dictionary and grammar items
 Encyclopedia entries
 Folk tales and legends
 Forms
 Graffiti
 Instructions and other "how to" texts
 Invitations
 Journals, diaries, and logs
 Labels and packaging
 Letters (business and personal)
 Lists, notes, personal messages
 Maps
 Menus
 Newspaper and magazine articles
 Plays
 Poetry
PowerPoint presentations
 Programs
 Questionnaires
 Raps/Songs
 Recipes
 Reports and manuals
 Short stories and novels/*Pourquois*
 Signs, notices, announcements
 Stories
 Textbook articles
 Tickets, timetables, and schedules

GRADE

4

Specific
Outcome

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Sample List of Text Forms (*continued*)

Oral Texts

Advertisements
Announcements
Ceremonies (religious and secular)
Debates
Formal and informal conversations
Interviews
Lectures
Messages
Oral stories and histories
Plays and other performances
Reports and presentations
Songs and hymns
Telephone conversations

Multimedia Texts

Comic strips
Computer and board games
Movies and films
Slide/tape and video presentations/*PowerPoint*
TV programs
Websites

- As part of a presentation to younger students on favourite stories, students dress as characters or have props to represent a scene (e.g., Rumpelstiltskin—straw; Snow White—apple).
- Students create a diorama to represent a scene from a mystery story.
- After studying endangered animals, students create a “Wanted” poster with a description and picture of an endangered animal. The posters are displayed and read to parents and classmates.

GRADE

4

Specific
Outcome

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

General Outcome

4

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

4.1 Generate and Focus

GRADE

4

Specific Outcome

Organize Ideas

Students will be able to:

4.1.3 develop and arrange ideas in own oral, written, and visual texts, using organizers

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use a story map before writing a German story.
- Students create a mind web to review information they have gained by watching a DVD on the traditions of Aboriginal people of Manitoba.
- Students write sentences about each of the main events in a story. They draw pictures to accompany each sentence.
- Students use the W5 chart to organize ideas from a story or dialogue.
- Provide opportunities for students to respond in visual ways, using what they have learned about visual literacy. For example, they may respond to poetry using colour, shape, and line in their representation, but not words. They may respond using mime or dance.

Organize Ideas*Students will be able to:*

- 4.1.3** Develop and arrange ideas in own oral, written, and visual texts, using organizers (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- determine key ideas in oral text?
- determine key ideas in written text?
- determine key ideas in visual text?
- select and generate relevant supporting details?
- use various forms to organize key ideas?
- share main ideas and supporting details with others?
- listen to others' ideas?
- generate oral, written, and visual texts with clear main ideas and relevant supporting details?

 Checklists or Rubrics

Develop a checklist or rubric that addresses students' abilities to use a variety of text organizers to develop and arrange ideas in their own oral, written, and visual texts.

 Self-Assessments

Students monitor their own learning using completed graphic organizers that have been modelled by the teacher to determine whether they have effectively developed and arranged ideas in their own creations.

 Conferencing

Conference with students to assist, direct, and assess their use of graphic organizers to develop and plan personal creations.

SAMPLE RESOURCES

Appendix D (graphic organizers)

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

Appraise Own and Others' Work

Students will be able to:

- 4.2.1** share own stories and creations in various ways, and obtain feedback from others

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to a group presentation on the use of bicycle helmets, a student says, “I agree with what you’ve said that bicycle helmets save lives, but shouldn’t people be able to choose whether or not to wear one?”
- While sharing a story during a peer conference, a student author asks for feedback (e.g., “I was trying to make this part scary. Should I add more scary words, or would that be too much?”)
- After viewing a student video presentation, students provide feedback and support, using a format such as two “I like” statements and one “I wonder” statement:
 - *Ich mag deine klare Stimme.*
 - *Ich finde es gut, dass du Blickkontakt zu uns hast.*
 - *Ich frage mich, ob du noch mehr Einzelheiten geben kannst.*
- Students provide feedback on other students’ work, using sentence stems such as:
 - *Ich glaube, die Hauptfigur...*
 - *Ich möchte gerne mehr über ... wissen*
 - *Ich frage mich, warum du ...*
 - *Ich finde die Endung...*

Appraise Own and Others' Work*Students will be able to:*

- 4.2.1** share own stories and creations in various ways, and obtain feedback from others (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- plan and create original work using pre-established criteria?
- share work?
- discuss strengths in own work?
- discuss areas in own work needing enhancement?
- provide appropriate feedback to peers?
- show interest in others' work and ideas?
- show sensitivity to the feelings of peers?
- consider and use suggestions in future revisions?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Date and include the context of each observation to note progress over time. Use the data to guide instruction and conferencing.

 Rubrics

Use the Focus for Assessment criteria to create rubrics that describe levels of performance. Students should be familiar with the criteria. Invite students to assist in creating assessment rubrics for new texts. Some considerations should include the effective use of adjectives, adverbs, verbs, and descriptive nouns, as well as students' abilities to manipulate and apply knowledge of syntax in producing new texts.

 Self-Assessments

Encourage students to review their own creations using a self-assessment questionnaire like the sample below. This fosters self-reflection and the development of a plan for future work.

| Meine Textgestaltung selbstbewerten | |
|--|--------------|
| Name: _____ | Datum: _____ |
| Mein Titel | |
| Zwei Aspekte, über die ich stolz bin: | |
| Was ich zur Verbesserung gemacht habe: | |
| Wo ich noch etwas verbessern kann: | |

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

Revise Content

Students will be able to:

4.2.2 revise to focus on main ideas and relevant information

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Model procedures for making revisions, using Think-Aloud to clarify meaning by adding, deleting, or rearranging ideas and information. After receiving written permission, provide enlarged copies of grade-appropriate samples (no names), and use the overhead projector to demonstrate how to revise. Then provide guided revision practice using short pieces of writing. Repeat guided practice frequently with the whole class, small groups, and individual students. The number of revisions for each piece of text should be limited.
- Students review the instructions they have written as a group for using a pinhole camera. They ensure all the needed information is included and in the correct order.
- While editing a group report about immigrants to Manitoba, students check to make sure it is clear who the different immigrant groups were, where they settled, and what were some of the problems they faced.
- Invite students to provide input in developing a class chart or checklist that can be used to guide revisions during instruction.

Textgestaltung Selbstbewerten

- den Text laut lesen und sich selbst hören
- die Reihenfolge der Hauptgedanken überprüfen
- notfalls die Reihenfolge der Hauptgedanken ändern
- die Richtigkeit der Information überprüfen (notfalls verbessern)
- die Wortwahl untersuchen (notfalls Wörter durch andere ersetzen)
- einen Partner bitten, den Text zu lesen
- die Fragen und Vorschläge des Partners bedenken

- Using word processing software, students practise inserting, cutting, and pasting text within and between documents.

Revise Content*Students will be able to:***4.2.2** revise to focus on main ideas and relevant information (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share first draft willingly and confidently?
- ask others for specific help?
- listen to suggestions from others?
- incorporate suitable suggestions?
- reread draft?
- attempt to make changes independently?
- engage in self-questioning?
- provide positive feedback?
- ask relevant questions?
- make appropriate suggestions?

 Anecdotal Records

Throughout the year, observe students' willingness to revisit their first-draft texts and make substantial changes. As well, observe students when they conference with peers during the writing process. Date each observation and include the context. The data should be used to guide instruction and to note progress over time.

 Self-Assessments

Students assess their revising skills according to a checklist. See sample below.

| Meine Textgestaltung bewerten—Schülercheckliste | | |
|--|----|------|
| Name: _____ Datum: _____ | | |
| Überschrift: | | |
| Ich habe mir meinen Text selbst vorgelesen. | Ja | Nein |
| Ich verstehe, was ich selbst geschrieben habe. | Ja | Nein |
| Ich glaube, mein Text enthält neue Gedanken. | Ja | Nein |
| Ich glaube, mein Text enthält genügend Informationen. | Ja | Nein |
| Ich habe unwichtige Einzelheiten weggelassen. | Ja | Nein |
| Ich habe die wichtigen Punkte mehrmals verschieden formuliert. | Ja | Nein |
| Ich habe die Reihenfolge meiner Ideen überprüft/geändert. | Ja | Nein |
| Ich habe dieselben Wörter nicht immer verwendet. | Ja | Nein |
| Ich bin stolz auf meine Wortwahl. | Ja | Nein |

 Portfolios

Students select work samples that show their skills in making revisions. All draft copies and related checklists should be included with these pieces. Have students provide a simple annotation telling why they selected these particular pieces

General Outcome

4

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

4.2 Enhance and Improve

GRADE

4

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 write legibly, using a handwriting style that is consistent in alignment, shape, and spacing; experiment with the use of templates and familiar software when composing and revising

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look through pieces of final draft handwriting and circle some examples of well-formed letters and words.
- Students choose a poem on a topic of interest, copy the poem in their best handwriting, and illustrate it.
- Students design a multimedia presentation on a famous inventor, using familiar software. This includes clipping pictures from other file sources.
- A student composes a short story on a topic such as a favourite recreation or activity, revises it with a peer, and prints it for inclusion in a class book.

Enhance Legibility*Students will be able to:*

- 4.2.3** write legibly, using a handwriting style that is consistent in alignment, shape, and spacing; experiment with the use of templates and familiar software when composing and revising (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate smoothness and flow in cursive writing?
- demonstrate consistency in alignment, shape, slant, and spacing of letters?
- recognize areas needing improvement in written work?
- develop a legible personal style of writing?
- use templates and formatting tools to shape text on a page?
- show progress in keyboarding accurately?
- show growth in using a word processing program?
- demonstrate pride and enjoyment in written work?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Observe students' daily work to monitor their increasing proficiency with script and text formatting on the computer. Date all observations and note progress over time. Observe students' writing fluency by examining the increasing amount of production within a set time.

 Work Samples

Collect students' work samples as a record of progress over time. Student work samples might include labels, captions, poems, menus, and invitations.

 Self-Assessments

With student input, develop a self-assessment checklist. Students use the checklist to monitor their own progress and to focus on increasing their proficiency with regard to script and page formatting. Observe and discuss students' use of the checklist. Criteria such as the following may be included:

| Welchen Eindruck mache ich schriftlich? Schülercheckliste | | |
|--|--------------------------|--------------------------|
| Name: _____ Datum: _____ | | |
| | Ja | Nein |
| Meine Buchstaben sind alle deutlich. | <input type="checkbox"/> | <input type="checkbox"/> |
| Meine Buchstaben haben alle die richtige Form. | <input type="checkbox"/> | <input type="checkbox"/> |
| Der Abstand zwischen meinen Buchstaben ist gleichmäßig. | <input type="checkbox"/> | <input type="checkbox"/> |
| Ich halte mich an die Linien. | <input type="checkbox"/> | <input type="checkbox"/> |
| Der Abstand zwischen meinen Wörtern ist gleichmäßig. | <input type="checkbox"/> | <input type="checkbox"/> |
| Ich radriere meine Fehler vorsichtig weg. | <input type="checkbox"/> | <input type="checkbox"/> |
| Ich streiche meine Fehler vorsichtig durch. | <input type="checkbox"/> | <input type="checkbox"/> |
| Am Computer kann ich jetzt besser tippen als zuvor. | <input type="checkbox"/> | <input type="checkbox"/> |
| Mit dem Computer kann ich jetzt besser Text formatieren als zuvor. | <input type="checkbox"/> | <input type="checkbox"/> |

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

Enhance Artistry

Students will be able to:

- 4.2.4** select from a range of word choices, and use simple sentence patterns to communicate ideas and information

SAMPLE TEACHING AND LEARNING ACTIVITIES

- The class enhances a writing piece by brainstorming for descriptive words while the piece is displayed on the overhead.
- Students, working in small groups, practise how to use descriptive words to enhance the clarity of their sentences. Provide each group with a two- or three-word sentence. Students add appropriate adjectives and adverbs as either single words or phrases.
- A group of students dramatizes and presents *Rotkäppchen* to a Grade 1 class. They write dialogue for the script, decide where to have a narrator, and choose music and sound effects.
- When reading a poem to the class about a friend moving away, a student chooses sad background music to enhance the emotion expressed in the poem.
- Students working individually or in pairs write a poem based on a picture or story using the following format: three or four questions all beginning with Why? (*Warum*); one response beginning with Because (*Weil*).

Enhance Legibility*Students will be able to:*

- 4.2.4** select from a range of word choices, and use simple sentence patterns to communicate ideas and information (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use specific and appropriate vocabulary relevant to the topic?
- use descriptive language including adjectives and adverbs?
- use pronouns appropriately?
- express ideas clearly?
- use a variety of simple, complex and compound sentence patterns?
- use varied sentence types (statement, questions, negative, exclamation)?
- use sentence combining procedures?
- enjoy learning about the using descriptive language?
- enhance clarity of ideas by choosing precise words?
- enhance clarity by choosing active verbs?
- enhance clarity and artistry by choosing vivid descriptors?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and include the context of the observations to note progress over time.

 Anecdotal Records

After students have received explicit instruction and guided practice in using descriptive words and varied sentence patterns, observe and make brief notes about students' original oral and written texts for use of descriptive words and varied sentence patterns.

 Conferencing

Confer with students about their original work. Encourage them to use descriptive and precise language and a variety of sentence patterns in their oral and written work. With student input, review and discuss progress in using descriptive language and a variety of sentence patterns in their work over time.

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

Enhance Artistry

Students will be able to:

- 4.2.4** select from a range of word choices, and use simple sentence patterns to communicate ideas and information (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, working with a partner, choose a story they have read in class and complete a story pyramid using the following format and instructions.
 1. Zeile: in einem Wort das Thema/die Hauptperson nennen.
 2. Zeile: in 2 Wörtern den Schauplatz beschreiben.
 3. Zeile: in 3 Wörtern eine Figur beschreiben.
 4. Zeile: in 4 Wörtern ein Geschehen beschreiben.
 5. Zeile: in 5 Wörtern ein anderes Geschehen beschreiben.

1. _____

2. _____

3. _____

4. _____

5. _____

Enhance Legibility*Students will be able to:*

- 4.2.4** select from a range of word choices, and use simple sentence patterns to communicate ideas and information (*continued*)

SAMPLE ASSESSMENT STRATEGIES

Self-Assessments

Students select a piece of original writing that demonstrates their ability to focus on enhancing artistry or expression. They attach the following checklist to their sample and include it in a portfolio or classroom/ hallway display.

| Mit Wörtern und Sätzen experimentieren | |
|---|--------------|
| Name _____ | Datum _____ |
| Überschrift _____ | |
| Dieser Text beweist, dass ich einen interessanten Wortschatz anwenden kann. | |
| Hier sind einige Beispiele: | |
| Ich benutzte das Wort _____ | statt _____. |
| Ich benutzte das Wort _____ | statt _____. |
| Ich benutzte den Ausdruck _____ | statt _____. |
| Ich benutze Wörter... | |
| <input type="checkbox"/> die sich nach ihrer Bedeutung anhören, wie z.B. _____. | |
| <input type="checkbox"/> die mit sanften oder harten Buchstaben beginnen, wie z.B. _____. | |
| <input type="checkbox"/> die eine bestimmte Atmosphäre ausdrücken, wie z.B. _____. | |
| <input type="checkbox"/> die _____, wie z.B. _____. | |

Portfolios

With teacher input, students choose work samples that reflect their experimentation with word choice and sentence patterns. Students highlight interesting words and sentences and explain their choices. Record their reasons and attach the record to the students' work samples. All work samples are dated to note progress over time. Students could include a self-reflection like the one below with their work sample.

| Mit Wörtern spielen | |
|---|--------------|
| Name: _____ | Datum: _____ |
| Hier spiele ich mit Wörtern. | |
| Wörter die ich besonders gut finde sind: _____ | |
| Sie: | |
| <input type="checkbox"/> machen laute Töne. | |
| <input type="checkbox"/> machen ruhige Töne. | |
| <input type="checkbox"/> machen aktive Töne. | |
| <input type="checkbox"/> hören sich witzig an. | |
| <input type="checkbox"/> hören sich grausig an. | |
| <input type="checkbox"/> drücken eine bestimmte Atmosphäre aus. | |

General Outcome

4

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

4.2 Enhance and Improve

GRADE

4

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 prepare neat and organized compositions, reports, and charts that engage the audience

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Model how to create the physical layout and how to organize a piece of work by using an overhead projector or large chart paper to plan and rearrange text format and illustrations. While the students listen, demonstrate the thinking process by verbalizing as you work.
- Students produce brochures on their school, province, city, or community that is being studied. A template for a brochure can be prepared on a computer. Students add appropriate text and visuals. Then, the electronic copy can be printed to produce a hard copy.
- Students examine illustrations in various texts. Lead the students in a discussion on the moods created, and the appropriateness and effectiveness of the illustrations.
- Students choose an appropriate medium, colour, size, and texture to illustrate a composition.
- Students create a storyboard for a presentation they will prepare for the class. They plan who says what and who shows what for each step of the presentation.

| | | |
|-------|---------------|----------------|
| Wann? | Wer sagt was? | Wer zeigt was? |
| Szene | Szene | Szene usw. |

Enhance Presentation*Students will be able to:*

- 4.2.5** prepare neat and organized compositions, reports, and charts that engage the audience (*continued*)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- organize compositions, reports, visuals, and sound effects appropriately?
- experiment with text formats?
- create attractive and legible visuals?
- integrate visuals within the text appropriately?
- experiment with sound effects?
- integrate sound effects within the text appropriately?
- produce legible and neat texts?
- engage and keep the audience’s interest during presentations?
- demonstrate a growing ability to use a variety of media for compositions and reports?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Observe students during the composing process. Date and include the context of the observations to note progress over time. The data are used to guide instruction.

 Rubrics

With students, use rubrics developed during class instruction to assess the organization and neatness of final products. Students identify and discuss their strengths and needs according to the rubric. Assess students’ skills at using the rubrics to guide their independent work.

General Outcome

4

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

4.2 Enhance and Improve

GRADE

4

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 prepare neat and organized compositions, reports, and charts that engage the audience *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When students are preparing their data in support of presentations they will be giving to the class, they experiment with formatting the presentation in different ways (bar graphs, Venn diagrams, etc.). They show their data formats to four different classmates and solicit their feedback.
Wie interpretierst du diese Darstellungen?/diese Schaubilder?
Welche Darstellung verstehst du am besten?
Welche Darstellung verstehst du am wenigsten?
- Students could also decorate a cereal box or make a cube. They could use a story map.

Enhance Presentation*Students will be able to:*

- 4.2.5** prepare neat and organized compositions, reports, and charts that engage the audience (*continued*)

SAMPLE ASSESSMENT STRATEGIES
 Self-Assessments

Students use checklists to monitor and assess their work. A sample checklist may include the following.

Mein Referat anschaulich machen—Schülercheckliste

- Um mein Referat interessanter zu machen, habe ich Schaubilder vorbereitet.
- Meine Schaubilder sind leicht verständlich.
- Meine Schaubilder sind deutlich beschriftet.
- Die Textgröße war auch hinten in Raum gut zu lesen.
- Ich habe meine Schaubilder zur richtigen Zeit im Referat gezeigt.
- Meine Farbauswahl ist nicht zu grell und nicht zu langweilig.
- Meine Schaubilder haben die Zuhörer nicht vom Referat abgelenkt.
- Ich habe nicht zu viel auf einmal gezeigt.
- Meine Arbeit ist sorgfältig gemacht und sieht gut aus.

 Response Journals/Reflection Logs

Students reflect on their presentation of illustrations and texts and talk about:

- the reasons they selected a particular form for sharing information for a particular audience
- the things they have learned about that form
- the things they found they want to learn more about in that form
- what form they would like to try next

 Conferences

Conference with students on their responses to the self-reflection survey. Students may wish to share some selections from their portfolio, and indicate why they chose those particular samples. In conferencing, have students discuss the ideas, feelings, and information they were trying to convey.

 Portfolios

Students select samples of completed products that represent attempts to enhance their original text. Samples should reflect progress over time. Students provide reasons for their choices and annotate their entries.

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

Grammar and Usage

Students will be able to:

4.3.1 edit for complete sentences and to eliminate unnecessary repetition of words

SAMPLE TEACHING AND LEARNING ACTIVITIES

- With partners, students read stories aloud to listen for and correct run-on sentences.
- When editing a story with a peer, a student discusses when simple sentences are effective and when they could be combined with “*oder,*” “*und,*” “*aber.*”
- Students brainstorm such connecting words as *dann, nachher, zunächst, plötzlich, weil,* and create a class chart for reference when writing.
- Invite students to edit a daily message written on the chalkboard or overhead that contains incomplete sentences.
- Students work in pairs to edit one another’s original text, checking for complete sentences. Each student has a copy of another’s work. Students take turns reading their work while their partner monitors it for complete sentences. Authors then make these changes independently.

Grammar and Usage*Students will be able to:*

- 4.3.1** edit for complete sentences and to eliminate unnecessary repetition of words
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify incomplete sentences in other students' work?
- identify incomplete sentences in his/her own work?
- identify statements, questions, and exclamations?
- use appropriate statements, questions, and exclamations in his or her own work?
- use correct punctuation for statements, questions, and exclamations?
- work with peers within a group or in pairs while editing a piece of writing?
- recognize acceptable incomplete sentences or phrases in dialogue?

 Checklists

Develop checklists based on the Focus for Assessment criteria to record students' skills in editing for complete sentences and to observe them while peer editing. Use the data to guide instruction.

 Rubrics

Invite students to assist in creating assessment rubrics for new texts created. Some considerations should include effective use of adjectives, adverbs, verbs, and descriptive nouns, and the students' abilities to manipulate and apply knowledge of syntax, etc., in producing new text.

 Conferencing

Use completed checklists and students' work samples to conference with students about their progress in editing for complete sentences.

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

Spelling

Students will be able to:

4.3.2 know spelling conventions, using a variety of strategies, resources, and spelling patterns when editing and proofreading

SAMPLE TEACHING AND LEARNING ACTIVITIES

- If students are unsure whether or not a word “looks right,” they write the word trying several different spellings.
- When spelling a word, such as “*unglaublich*,” a student breaks the word into syllables and uses knowledge of the prefix “*un-*,” base word “*glaub*,” and suffix “*-lich*” to spell the word.
- Students use spelling generalizations in their writing to form comparative and superlative adjectives (*-er*, *-ste*).
- Students use helpful routines, individually or with a partner, for studying spelling words, such as looking at the word, saying and visualizing the word, writing the word, checking the spelling, and correcting errors. Then they repeat the process.
- Using an overhead project, students, with teacher guidance, read an age-appropriate text looking for misspelled words and then discussing and correcting them.
- Students work in pairs to edit one another’s work for misspelled words. Each student has a copy of his or her partner’s work. Students read the piece together to identify misspelled words. Reading text from the end to the beginning is a technique that may help some students focus on the spelling.
- With student input, prepare a class list of irregular words that students may have difficulty spelling. Display this list in the classroom. When new words are encountered, add them to the list.

Spelling*Students will be able to:*

- 4.3.2** know spelling conventions, using a variety of strategies, resources, and spelling patterns when editing and proofreading (*continued*)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use letters for all essential sounds?
- use sound correspondence for all sequences?
- use phonetic spelling?
- use an increasing number of sight words?
- use visual memory for an increasing number of words?

 Checklists

Develop checklists based on the Focus for Assessment criteria for assessing students' daily work to determine their developing skills and attitudes in using spelling strategies.

 Self-Assessments

Students complete self-assessment checklists after reviewing their first draft and published pieces. Monthly reviews help students remain focused on their spelling progress.

| Spelling Self-Check | | | | |
|---|-------------|-----------|--------------|-------|
| Name: _____ | Date: _____ | | | |
| I try to spell words the way they sound | often | sometimes | occasionally | never |
| I write the word the way I think it should look. | | | | |
| I think about spelling rules. | | | | |
| I look at charts and in books for words I do not know how to spell. | | | | |
| I think of other words that are like the one I am trying to spell. | | | | |
| I mark words that do not look right what I am composing. | | | | |
| I try to spell several different ways if I am unsure of the spelling. | | | | |
| I ask for help when I do not know how to spell a word. | | | | |
| I use a personal spelling dictionary | | | | |

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

Spelling

Students will be able to:

4.3.2 know spelling conventions, using a variety of strategies, resources, and spelling patterns when editing and proofreading (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Display a chart of phonetic sounds in the classroom for easy referral by the students. Encourage students' use of personal dictionaries.
- Encourage students to develop metacognitive awareness of their spelling strategies by keeping a Spelling Log. Students use temporary spellings when writing drafts, and circle any words that need to be verified or corrected. Students record their spelling attempts along with their reasons for their temporary spellings. They may include statements such as:
 - *Was habe ich diese Woche gelernt?*
 - *Was möchte ich lernen?*
 - *Ich bin mir nicht sicher über ...*

Spelling

Students will be able to:

- 4.3.2** know spelling conventions, using a variety of strategies, resources, and spelling patterns when editing and proofreading (*continued*)

SAMPLE ASSESSMENT STRATEGIES **Conferences**

Interview students using their Spelling Log entries as a guide. Use the following questions:

- Why is spelling important?
- What do you do when you do not know how to spell a word?
- What do you do when you have not spelled a word correctly?
- What spelling do you have?

Use student responses to guide instruction.

 Pre- and Post-Spelling Tests

Together with students, analyze pre- and post-tests to determine areas of difficulty and to decide on effective spelling strategies.

 Portfolios

Students choose a range of written samples that show progress in spelling over time. Students should periodically study their samples to determine their spelling progress and to generate common spelling rules.

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

Capitalization and Punctuation

Students will be able to:

4.3.3 know and use writing conventions when editing and proofreading

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When addressing a birthday card to a relative who lives in an apartment, a student writes the address as:
Dr. R. Martin
403, 1389 – 11 Main Street
Tolstoy, MB R6V 5N2
- Using a story displayed on an overhead projector, students determine which character is speaking by identifying the quotation marks. The difference in quotation marks between English and German is noted.
- Students peer edit their writing by circling the first letter of every noun as a reminder to capitalize these words.
- Students, working in small groups, look at selections of German children's literature to find examples of the various uses of capital letters, commas, quotation marks, and other punctuation. The findings are shared and discussed with others.
- Use mini-lessons to teach the appropriate use of capitalization and punctuation, such as periods, question marks, and exclamation points. Mini-lessons should be based on the needs observed as students are composing. Samples of students' writing may be used for group editing activities, provided permission is given and anonymity remains. Using an overhead, have the students insert capital letters and punctuation marks appropriately.
- Provide students with choral passages and have them work in small groups to practise reading them. Students concentrate on pausing at commas and periods, using appropriate inflections and intonation when encountering question marks and exclamation points.

Spelling*Students will be able to:***4.3.3** know and use writing conventions when editing and proofreading (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize that commas are used for a variety of purposes?
- recognize when commas are used in series?
- use commas in a series correctly?
- use quotation marks in written work?
- work with peers in editing and revising?
- use a proofreading checklist?
- recognize errors in capitalization and punctuation while editing written work?

 Checklists

Use checklists based on the Focus for Assessment criteria to determine students' developing proofreading and editing skills.

 Conferences

Conference with students about their proofreading and editing skills, provide feedback, and encourage accurate punctuation usage. Help students listen to themselves as they read their work while inserting appropriate punctuation.

 Self-Editing Checklists

Work with students to develop a self-editing checklist. Check students' edited work to look for evidence that progress is being made in their ability to proofread their own work and the work of their peers.

 Portfolios

With students, select samples of their work that demonstrates their developing skills in proofreading and editing their own written compositions for appropriate use of periods, question marks, and exclamation points. Work samples should be dated to show progress over time. Use the data to inform instruction.

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

Share Ideas and Information

Students will be able to:

- 4.4.1** present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students prepare a book talk about a book they have read. They tell why they would or would not recommend it to others, using supporting examples from the texts.
- A student shares a collection of rocks, explaining where they were found and identifying some types.
- When preparing to present a group play, students decide what information they need to tell the audience and who will do each piece. For example,
 1. *Schüler: Wer sagt am Anfang die Überschrift an?*
 2. *Schüler: Ich! Und wer stellt am Ende die Schauspieler vor?*
 3. *Schüler: Das kann ich machen. Wer will die Zuschauer nach ihrer Meinung fragen?*
 1. *Schüler: Das mache ich ganz am Ende.*
- Students talk about books they have read, and tell why they would or would not recommend them to others, using supporting examples from the texts and sentence prompts provided by the teacher.

Share Ideas and Information*Students will be able to:*

- 4.4.1** present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- follow a sequential plan?
- organize working materials logically for easy access?
- develop own guidelines?
- require teacher-directed guidelines?
- engage familiar audience’s attention?
- maintain audience attention?
- use clear, fluent and expressive language?
- look at the audience when speaking?
- assume a comfortable posture?
- use appropriate gestures?
- bring closure to the presentation?
- make good use of presentation time?

 Checklists

Use checklists based on the Focus for Assessment criteria to determine students’ skills in planning, preparing, and delivering presentations. Date each observation and include its context. Review observations to note progress over time.

 Anecdotal Notes

Observe and record students’ skills in sharing information and ideas in a variety of contexts. Note evidence of students’ progress over time. Date all observations and note their contexts.

 Portfolios

Students select presentation materials for their portfolios including planning outline, draft copies, cue cards, visual aids, photos of the presentation, feedback from classmates, and self-assessment checklists.

General Outcome

4

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

4.4 Present and Share

GRADE

4

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and non-print aids to enhance the presentation *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students make a set of posters to organize their presentation on a topic.
- With teacher guidance, students create a class chart to help them to organize. Include categories of important information when sharing news orally. These categories should include *Wer? Was? Wie? Wo? Warum?* Categories may also include personal feelings and connections.

Share Ideas and Information*Students will be able to:*

- 4.4.1** present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation
(continued)

SAMPLE ASSESSMENT STRATEGIES
 Self-Assessments for an Oral Presentation

Students may complete self-assessment questionnaires after reflecting on their oral presentation in class.

Mein Referat—Schülercheckliste

Name: _____ Datum: _____

Thema: _____

zum Umkreisen

- | | | |
|---|----|------|
| 1. Ich hatte einen Plan für mein Referat. | ja | nein |
| 2. Ich habe diesen Plan selbst entwickelt. | ja | nein |
| 3. Jemand hat mir mit meinem Plan geholfen. | ja | nein |
| 4. Ich habe alle meine Arbeitssachen beisammen behalten. | ja | nein |
| 5. Ich war die ganze Zeit gut organisiert. | ja | nein |
| 6. Ich habe meinen Vortrag laut geübt. | ja | nein |
| 7. Ich habe auch Schaubilder, Zeichnungen oder Mitbringsel gezeigt. | ja | nein |
| 8. Ich habe Geräuscheffekte benutzt. | ja | nein |
| 9. Meine Zuhörer haben sich für mein Referat interessiert. | ja | nein |
| 10. Meine Zuhörer haben gut zugehört. | ja | nein |
| 11. Ich habe Fragen beantwortet. | ja | nein |
| 12. Das Beste an meinem Referat war _____ | | |
| _____ | | |
| 13. Das kann ich nächstes Mal besser machen: _____ | | |
| _____ | | |
| 14. Das werde ich nächstes Mal genauso machen: _____ | | |
| _____ | | |
| 15. Im Allgemeinen bewerte ich mein Referat _____ | | |
| _____ | | |

General Outcome

4

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

4.4 Present and Share

GRADE

4

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 describe and explain information and ideas to a particular audience, and select and use appropriate volume, intonation, and non-verbal cues

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When visitors come to the classroom, students acknowledge their presence by greeting the guests appropriately.
- Students use an appropriate volume for different classroom activities (e.g., small-group work, presentations, art activity, partner work, sports).
- Students present their own poetry, or a published poem of their choice, and focus on reading with expression.
- While performing a puppet play, one group member narrates in a clear, steady voice that helps the group keep up and also makes it easy for the class to listen to the story.
- When a group of students retell a story, they each use a different voice to match their character.
- Prior to presenting their *PowerPoint* presentation, students ensure that their graphics are effective and not overpowering or confusing.

Effective Oral and Visual Communication*Students will be able to:*

- 4.4.2** describe and explain information and ideas to a particular audience, and select and use appropriate volume, intonation, and nonverbal cues (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- modulate voice appropriately for the ideas and information presented?
- use appropriate intonation for the ideas and information presented?
- express ideas and information clearly and purposefully?
- use facial expressions and gestures to enhance ideas and information?
- take risks in attempting to communicate more effectively?

Checklists

Develop a checklist to assess students' ability to understand and use volume, intonation, facial expressions, and gestures to support oral communication.

Name: _____ Date _____

Title _____

- Code **C** Consistently demonstrates
 S Sometimes demonstrates
 A Attempts to demonstrate
 N Need to develop

How Does the Student Use Language?

- Uses appropriate rate.
- Speaks fluently.
- Uses appropriate intonation.
- Uses appropriate facial expressions.
- Demonstrates culturally appropriate eye contact.
- Uses appropriate hand gestures.
- Maintains appropriate physical stance.
- Answers questions with confidence.
- Elaborates and explains answers.
- Demonstrates good rapport with audience.

General Outcome

4

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

4.4 Present and Share

GRADE

4

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 describe and explain information and ideas to a particular audience, and select and use appropriate volume, intonation, and non-verbal cues *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Effective Oral and Visual Communication*Students will be able to:*

- 4.4.2** describe and explain information and ideas to a particular audience, and select and use appropriate volume, intonation, and nonverbal cues *(continued)*

SAMPLE ASSESSMENT STRATEGIES **Self-Assessments**

Students are encouraged to reflect on their oral presentations to improve their oral communication skills. Guide the students' self-reflection by having them complete a questionnaire after viewing their videotaped presentation.

Mein Vortrag—Schüler selbstbewertung

Datum: _____ Name: _____

Thema _____

Nenne Beispiele die Folgendes beweisen:

1. Du hast Wichtiges mit deiner Stimme betont: _____

2. Du hast Wichtiges mit deinem Gesichtsausdruck betont. _____

3. Du hast Wichtiges mit deinen Handbewegungen betont.

4. Du hast Wichtiges mit deinen Körperbewegungen betont. _____

5. So hast du deine Zuschauer aufmerksam gemacht: _____

 Conferencing

Record students' oral presentations and use the recordings in individual or group conferences. The observation checklist may be used to guide the conference.

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

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours

SAMPLE TEACHING AND LEARNING ACTIVITIES

- As a class, students compose questions prior to a speaker's presentation.
- Students use appropriate statements, such as "*Es gefällt mir...*," or "*Ich frage mich...*," when sharing or commenting on the work of others.
- After viewing a play on the environment, students ask questions and give opinions. One student says, "I couldn't really hear you because of your mask. You could make it so it doesn't cover your mouth."
- Create a chart like the one below to cue students to use active listening behaviours.

| Gute Zuhörer | |
|---|--|
|  | <ul style="list-style-type: none"> – sitzen still – bleiben am Platz – halten die Hände still |
|  | <ul style="list-style-type: none"> – schauen zu – haben die Augen nach vorne – zeigen ihr Interesse |
|  | <ul style="list-style-type: none"> – hören gut zu – warten auf Hauptideen |
|  | <ul style="list-style-type: none"> – denken über den Inhalt nach – überlegen sich gute Fragen |
|  | <ul style="list-style-type: none"> – stellen ihre Fragen am Ende – sagen am Ende, was interessant war |
|  | <ul style="list-style-type: none"> – unterbrechen nicht – sprechen nicht unter sich |

Attentive Listening and Viewing*Students will be able to:***4.4.3** demonstrate appropriate audience behaviours (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- focus on the speaker?
- ask relevant questions?
- respond respectfully with opinions?

□ Group Self-Assessments

Record the audience (class) during presentations. With the students, view the video and discuss audience behaviours. Individual students focus on their own behaviour and complete a self-assessment.

| War ich ein guter Zuschauer? Schüler selbstbewertung | | |
|--|--------------------------|--------------------------|
| | ja | nein |
| 1. Ich war ruhig als geredet wurde. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ich habe den Sprecher angesehen. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Meine Körpersprache zeigt, dass ich zugehört habe. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ich habe eine Frage zum Thema gestellt. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ich habe aufgepasst, als andere Fragen stellten. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Ich habe positive Kommentare gemacht. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Ich war ein hilfreicher Zuschauer. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Was ich als guter Zuschauer gemacht habe: _____ _____ | | |
| 9. Was ich nächstes Mal machen kann, um ein besserer Zuschauer zu sein: _____ _____ | | |

□ Learning Logs

Students record entries in a learning log following each oral presentation and discussion. The entries may include what they learned about the topic, how they felt about the ideas and information presented, and questions they may still have about the topic. These entries may be composed as a class with teacher guidance and support. Conference with students to review responses and assess how they use their knowledge and listening strategies to learn.

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

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to a classmate share an original text (story, poem, autobiography, etc), each student records three to five details they learned. Students are encouraged to ask the presenter at least one question.
- Students provide written feedback to classmates after oral presentations by completing feedback forms developed by the teacher with student input.

Nach dem Vortrag—Zuschauer Reaktionen

Datum _____

Sprecher _____

Thema _____

1. Was ich am Interessantesten fand war _____

2. So hast du meine Aufmerksamkeit gelenkt: _____

3. Vielleicht könntest du beim nächsten Mal _____

Unterschrift _____

- Ask students to assess student presentations. An example of a peer assessment strategy is “Two Stars and an Idea,” also known as “Two Hurrahs and a Suggestion.” A German equivalent could be the acronym MMF, as illustrated below.

Ich mag _____.

Ich mag _____.

Ich frage mich, ob _____.

Attentive Listening and Viewing*Students will be able to:***4.4.3** demonstrate appropriate audience behaviours (*continued*)**SAMPLE ASSESSMENT STRATEGIES** **Anecdotal Records**

Observe and record students' audience behaviours. Date and note specific examples to determine students' developing skills in listening and responding to presentations.

 Conferences

Conference with students about the feedback slips completed by classmates. Help students consider what others have said in response to their presentations, and encourage them to consider the suggestions when preparing for a presentation and during the presentation itself.

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

Share and Compare Responses

Students will be able to:

- 5.1.1** understand relationships between their own ideas and experiences and those of others

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students discuss how the illustrations support and enhance the text.
- Students create a Venn diagram to compare and contrast their own lives to that of the main character in the novel study.
- Students discuss how the setting affects the characters.
- As students share their stories, others respond using sentence frames, such as:
 - *Deine Hauptfigur gefällt mir.*
 - *Deine Wortwahl gefällt mir, besonders...*
 - *Deine Sätze sind so bildlich.*
 - *Die Handlung ist spannend.*
 - *Das Ende ist überraschend.*
- Students use the Author's Chair to share their story writing with others. Students listening to the reader are encouraged to respond positively by naming a specific aspect of the story that appealed to them.
- After reading, listening to, or viewing a text in class, students respond in a personal way to the main idea/message by creating a poster, a mobile, drawing and labelling a diagram, preparing a diorama, dramatizing, etc. Students share their personal responses in class.

Share and Compare Responses*Students will be able to:*

- 5.1.1** understand relationships between own ideas and experiences and those of others
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- describe her or his own ideas and experiences clearly?
- describe the relationship between his or her own and others' ideas and experiences?
- willingly share her or his own ideas and experiences with class?
- listen to others appropriately?
- accept others' ideas and experiences without judging them?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations. Review the data to note progress over time.

 Work Samples

Analyze students' work samples and representations to determine whether they record personal ideas and experiences in a variety of ways.

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

Relate Texts to Culture

Students will be able to:

- 5.1.2** discuss ideas within stories from oral, literary, and media texts from various communities

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Using a story set in a different time or place, partners discuss how the setting affects the experiences of the characters.
- Students discuss how the style of illustrations and supports enhances the text.
- Students use a graphic organizer, such as a storyboard map or web, to identify the main characters, plot, and settings in a story.

| Hauptpersonen | Schauplatz | Handlung |
|---------------|------------|----------|
| | | |
| | | |

- After reading the story about a trickster, one student talks about an uncle who is always playing tricks, such as *Till Eulenspiegel*. Other students write stories about other tricksters.
- After watching a video presentation about different kinds of communities, students talk about what they learned through the use of prompts.

Von Filmen lernen—Schülerselbstbewertung

Name: _____ Datum _____

Filmtitel _____

1. Das Hauptthema im Film war: _____

2. Ich habe drei neue Sachen gelernt:

Dieses hat mich überrascht: _____

- Students play a co-operative learning game called *One and All*, which is designed to help students identify similarities and differences. Students can compare books, characters, or cultures, as well as compare their own lives with the lives of characters or events in texts they have listened to, read, or viewed (Kagan, 1994).

Relate Texts to Culture*Students will be able to:*

- 5.1.2** discuss ideas within stories from oral, literary, and media texts from various communities (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify key ideas in text?
- identify key ideas that are similar to own?
- identify key ideas that are different from own?
- identify characters in texts that are similar to self?
- identify characters in texts that are different from self?
- show appreciation for similarities found in other cultures?
- show acceptance for differences found in other cultures?
- maintain active listening behaviour during discussion?
- ask appropriate related questions?
- show respect for others' ideas and experiences?

 Checklists

Develop checklists based on the Focus for Assessment criteria. State and record the context of the observation.

 Anecdotal Records

As students compare ideas within stories from a variety of oral, literary, and media texts from various communities, observe and record their behaviours in formal and informal situations. Date all observations. Review students' patterns of listening behaviours. Use the data for student-teacher conferences.

 Work Samples

Analyze work samples to determine how students discuss key ideas from stories.

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

5.1 Develop and Celebrate Community

Appreciate Diversity

Students will be able to:

5.1.3 connect portrayals of individuals or situations in oral, literary, and media texts to personal experiences

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After writing a personal response to a story, students work in pairs to share and discuss their responses.
- Students role-play a different outcome for a situation in the novel study.
- Students draw a Venn diagram comparing and contrasting their lives with the main character.
- Students write a letter to their favorite character in their novel.
- Students participate in field trips to view cultural displays at different times and places. Prior to the field trips, engage students in activities to build prior knowledge, such as readings, discussions, and viewing videos. Students complete short, simple journal entries or learning logs during and after field trips. The student may do a collage as a follow-up activity.

Relate Texts to Culture*Students will be able to:*

- 5.1.3** connect portrayals of individuals or situations in oral, literary, and media texts to personal experiences (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify the insights of characters in texts?
- identify similarities between personal experiences and characters in texts?
- identify differences between personal experiences and characters in texts?
- identify biases or stereotyping?
- discuss personal participation and responsibility in the classroom and school?
- demonstrate participation and responsibility in the classroom community?
- discuss personal participation and responsibility in the school and local community?

 Anecdotal Records

Record examples to show how students made connections between the portrayals of individuals or situations in oral, literary, or media texts and their personal experiences. Use the Focus for Assessment criteria to guide observations.

 Conference

Conference with students to discuss participation and personal responsibility in the classroom and school community.

 Portfolio

Students choose work samples to show their connections between portrayals of individuals or situations in texts and personal experiences. Students state why a particular piece of work was selected to represent their understanding of their community.

 Work Samples

Review students' work samples to note their developing skills in relating the lives of characters and their feelings to personal experiences.

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

Celebrate Special Occasions

Students will be able to:

- 5.1.4** use language appropriate in tone and form when participating in classroom and school activities

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Following a Readers' Theatre presentation by one group, other students write short notes of congratulations.
- After a student tells of her team's win at a ringette tournament, other students say *Ich gratuliere! Gut gemacht!*
- Students create a chart that lists German greetings for different occasions. For example:
 - *Geburtstag – Herzlichen Glückwünsch zum Geburtstag*
 - *Weihnachten – Frohe Weihnachten*
 - *Ostern u.sw.*
- Students use a digital camera to capture special occasions. The pictures are entered into a scrapbook with a write-up under each picture.
- Students learn and practise greetings and sing songs appropriate to particular situations that honour people and events.
- Students compose a thank-you letter with their teacher's guidance after someone has visited their class.
- Students make comments to recognize and praise an author's work on a "Comments Page" attached to the back of individually published stories.
- The Student of the Week is chosen randomly. This student is seated in the centre of a circle of classmates. Classmates use small cards to write positive comments highlighting the chosen students' strengths and accomplishments. Give students cards to take home for their personal collection. Ensure that every student receives this recognition before any repeats occur.
- Students participate in a Student of the Week activity. The student is seated at the front with the teacher. Compose text with the students based on the Student of the Week's accomplishments. Scribe students' ideas. When the text is complete, reread the text with students to ensure the information is accurate and sequenced appropriately. The text can be made into a book with illustrations and given to the student to take home.
- Use a ball of variegated yarn (different coloured lengths) to prompt students when sharing information. When the colour changes, the student passes the ball to another student who then shares with the group. Students can form spider web patterns when passing the yarn.

Co-operate with Others*Students will be able to:*

- 5.1.4** use language appropriate in tone and form when participating in classroom and school activities (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use appropriate language to support classmates' accomplishments?
- use appropriate tone and enthusiasm to support classmates' accomplishments?
- acknowledge accomplishments of students beyond the classroom?
- demonstrate appropriate non-verbal behaviour to support the accomplishments of others?
- accept praise for own accomplishments?

 Checklists

Develop checklists that assess students' skills in responding positively to their own and others' accomplishments. Date and review all observations to note progress over time.

 Anecdotal Records

Note students' responses that acknowledge and celebrate achievements.

 Self-Assessments

Students complete self-assessments at regular intervals. These self-assessments may be placed in the students' portfolios.

| Wie nett ich doch gewesen bin—Schülerselbstbewertung |
|--|
| Name: _____ Datum _____ |
| Beschreibe, was du getan hast: |
| Ich habe _____ ein Kompliment gemacht. Das war für _____. |
| Ich habe mich bei _____ für _____ bedankt. Das war am _____ tag. |
| Ich habe _____ mit seinem/seiner/ihrer/ihrer _____ geholfen. |
| Ich habe am _____ tag eine gute Note für _____ bekommen. |
| Da war ich froh! |

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

5.2 Encourage, Support, and Work with Others

Celebrate Special Occasions

Students will be able to:

- 5.2.1** appreciate that everyone in a group has to work together to achieve group tasks and act accordingly

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When building a car as a group project, one student makes several sets of wheels using different shapes and sizes. Another student tests the wheels on different surfaces to see which set of wheels runs the most smoothly on each surface. Another student records their findings to include in the group's final report.
- When creating a series of posters to tell a story in sequence, students decide on and assign such tasks as who will print the titles, who will create the pictures, and who will write the captions.
- While practising for a Readers' Theatre presentation, group members help each other with unfamiliar words, intonation, and expression.
 1. Schüler: *Wenn ich höher/tiefer/lauter/leier/schriller/sanfter spreche höre ich mich älter/jünger/müder/böse/überrascht/glücklich an?*
 2. Schüler: *Mach es noch mal, ich passe diesmal besser auf. ... Ja, du hörst dich jetzt bestimmt _____ an./Nein, sag es diesmal _____.*
- When leading a group meeting, a student asks another student to record solutions to the problem being discussed.
- When doing a reading comprehension assignment, students trade roles for each question. For example: Student 1 reads the question. Students 2 and 3 search for the answer. Student 4 formulates what will be written.
- Students learn the language they need for co-operative group work by watching and listening carefully as the teacher models the language and behaviours of attentive listening, giving encouragement, praising accomplishments, and clarifying ideas and responses. The vocabulary necessary for co-operative group work is posted in German in the classroom for student reference. Students practise this vocabulary through role-plays and repetition.

Celebrate Special Occasions*Students will be able to:*

- 5.2.1** appreciate that everyone in a group has to work together to achieve group tasks and act accordingly (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- participate collaboratively in group work?
- demonstrate understanding of group guidelines?
- demonstrate understanding of the roles and responsibilities of group members?
- participate in self-reflection?
- participate in group debriefing?
- identify personal behaviours that contributed to group success?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Use checklists and circulate them among groups during small-group work to observe behaviours and monitor the use of German during group work.

 Self-Assessments

Students complete self-assessment forms to self-report on personal contributions to group success and use of German during group activities. Students can use checklists, diaries, or learning logs.

 Quick Checks (Thumbs Up/Down)

Use a Quick Check to determine how students feel about the way they worked on a co-operative activity. Students show a “thumbs up” if their group worked well. They show a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick Checks may be used when time does not permit using an extended checklist.

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

5.2 Encourage, Support, and Work with Others

Work in Groups

Students will be able to:

5.2.2 take roles and share responsibilities as a group member

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Before starting research on an animal, students brainstorm possible categories (e.g., habitat, life cycles, food, enemies, caring for young), and then complete a KWL (WML) chart.

| Was ich schon weiß | Was ich lernen möchte | Was ich gelernt habe |
|--------------------|-----------------------|----------------------|
| | | |

- After reading a dinosaur book, groups of students brainstorm ways to find more information (e.g., field trips, library, websites, guest speakers, or museums). They decide to present the information in the form of a newscast.
- When preparing a group presentation about a particular animal, one student makes an overhead transparency summarizing their ideas, two students work together to make a diorama showing the animal's habitat, and another student makes a poster about the animal.
- Students create a poster to present and display in class. One student designs the title, another the illustrations, and two others print up the information.
- Students work in small groups to measure the length and width of the classroom.
- Students work in groups to prepare/present a *PowerPoint* presentation.

Work in Groups*Students will be able to:***5.2.2** take roles and share responsibilities as a group member *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- work willingly in a group?
- accept and carry out the role assigned?
- have knowledge of various roles and responsibilities?
- share responsibilities for group tasks?
- choose appropriate roles for tasks assigned to the group?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Observe students as they engage in small-group discussions, and record their question-asking patterns.

 Self-Assessments

Students complete self-assessments that indicate their engagement in small-group or paired discussions. Questionnaires can be created based on the following sample.

| In der Gruppe mitmachen—Schüler selbstbewertung | | | |
|---|-------|----------|----------|
| Name: _____ Datum: _____ | | | |
| Gruppenmitglieder: _____ | | | |
| | immer | manchmal | fast nie |
| Ich höre zu wenn andere sprechen. | | | |
| Ich stelle Fragen, die zum Thema passen. | | | |
| Ich beantworte Fragen ehrlich. | | | |
| Meine Antworten passen zum Thema. | | | |
| Ich höre zu, wenn andere meine Fragen beantworten. | | | |
| Ich warte bis ich an die Reihe komme. | | | |
| Ich unterbreche andere, wenn sie sprechen. | | | |
| Ich mache negative Bemerkungen. | | | |
| Wenn ich einen Gedanken schlecht finde, reagiere ich gegen die Person, die ihn ausspricht. (Du bist doof!) | | | |
| Wenn ich einen Gedanken schlecht finde, sage ich warum der Gedanke nicht gut ist. (Das geht nicht, weil...) | | | |
| Ich helfe meiner Gruppe, eine gute Diskussion zu haben. | | | |

 Conferences

Conference with students to reinforce positive communication behaviours, as well as to address discrepancies between their self-assessment reports and the behaviours that are actually observed.

General Outcome

5

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

5.2 Encourage,
Support, and
Work with
Others

GRADE

4

Specific
Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 appreciate variations in language use in a variety of contexts in the immediate community

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students role-play ways to ask a friend, a younger student, a teacher, or the principal for permission to use something.
- Explain and model the use of the *Sie* form with adults. Students point out the form in a reading selection.
- Students write a friendly letter thanking a classmate, and then write a business letter to a location visited during a field trip.

Use Language to Show Respect*Students will be able to:***5.2.3** appreciate variations in language use in a variety of contexts in the immediate community (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use language appropriate to the situation?
- monitor own language and adjust language when situation changes?
- use tone, volume, intonation, and expression appropriate to the situation?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 Conferences

Conference with students to reinforce positive communication behaviours, as well as to address discrepancies between their self-assessment reports and the behaviours that are actually observed.

 Anecdotal Records

Record examples of students' behaviours that show appreciation of variations in language use. Date all observations.

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

5.2 Encourage, Support, and Work with Others

Evaluate Group Process

Students will be able to:

- 5.2.4** show appreciation and offer constructive feedback to peers, and seek support from group members

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students complete a checklist to assess how effectively their group worked together.

| | ja | nein | manchmal |
|--|----|------|----------|
| Haben wir die Aufgabe fertig gemacht? | | | |
| Haben wir aufgepasst, dass jeder an die Reihe kam? | | | |
| Haben wir uns gegenseitig unterbrochen? | | | |
| Sind wir am Thema geblieben? | | | |
| Haben wir die Arbeit gleichmäßig aufgeteilt? | | | |
| Was können wir nächstes Mal anders machen? | | | |

- Devise with students sentence frames of such comments to be posted for student use.

| | |
|---|--|
| <i>Ich freue mich, dass du.., Ich finde es gut, Gut Danke</i> | } <i>das Buch/deine Farbstifte mitgebracht hast</i> |
|---|--|

- Students, sitting in groups, will complete an individual assignment, but are encouraged to share ideas and get help from group members.
- Students are responsible for sending a “happy gram” to each member in their class group.

Evaluate Group Process*Students will be able to:*

- 5.2.4** show appreciation and offer constructive feedback to peers, and seek support from group members (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- follow group instructions needed to complete a task?
- contribute ideas and information?
- take responsibility for assigned role within the group?
- show appreciation for others' contributions?
- offer constructive feedback to group members?
- seek support from group members?
- evaluate personal participation in group work?
- adjust behaviour accordingly?

 Checklists

Develop checklists based on the Focus for Assessment criteria, or use a grid like the following to record students' group behaviours.

| Unsere Gruppenarbeit | | | | |
|----------------------|--------------------|--------------|---------------|-----------------|
| Datum: _____ | | | | |
| Thema: _____ | | | | |
| Namen | Zeit gut gebraucht | gut zugehört | Ideen geteilt | War hilfsbereit |
| | | | | |
| | | | | |
| | | | | |

 Journals

Students respond to prompts to write in co-operative learning journals. Such prompts could include:

- *Eine Gruppe funktioniert gut, wenn...*
- *Unsere Gruppe funktioniert am besten, wenn...*
- *Heute habe ich...*
- *Nächstes Mal helfe ich meiner Gruppe wenn ich...*

Students should engage in written dialogue to give positive feedback and suggestions for improving effectiveness of group work.

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

5.2 Encourage, Support, and Work with Others

Evaluate Group Process

Students will be able to:

5.2.4 show appreciation and offer constructive feedback to peers, and seek support from group members (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm and draw a list of possible ways the students help each other in class every day. Set up a “Celebration Wall” where students post sketches, poems, or statements that highlight the ways they were helped and how they helped someone else. Students complete statements, with teacher guidance, like the following, and post them on the Celebration Wall.

| Anerkennungswand | |
|-------------------------|--|
| Datum: _____ | Heute hat _____ (wer) _____ (was getan) Das finde ich super! |
| | Unterschrift: _____ |
| Datum: _____ | Unsere Gruppe hat heute besonders gut funktioniert weil _____ (wer) _____ (was gemacht hat). Das war toll! |
| | Unterschrift: _____ |
| Datum: _____ | Heute bin ich froh. _____ (wer) war besonders _____ (wie) |
| | Unterschrift: _____ |

Evaluate Group Process*Students will be able to:*

- 5.2.4** show appreciation and offer constructive feedback to peers, and seek support from group members *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES **Testing—Whole Class**

Individual accountability may be assessed through regular quizzes and tests. Regular periodic testing helps keep students aware of their responsibility to learn while they are doing group work.

 Testing—Individuals

Assess students' accountability for assigned work by calling on individual students from each group to provide an answer to a question. Select randomly.

 Self-Assessments

Use a variety of self-assessments to help students become aware of group expectations and to provide personal information. Samples follow on the following pages.

General Outcome

5

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

5.2 Encourage,
Support, and
Work with
Others

GRADE

4

Specific
Outcome

Evaluate Group Process

Students will be able to:

5.2.4 show appreciation and offer constructive feedback to peers, and seek support from group members (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Evaluate Group Process*Students will be able to:*

- 5.2.4** show appreciation and offer constructive feedback to peers, and seek support from group members *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES
 Self-Assessments (continued)

| Unsere Gruppenarbeit—Schüler selbstbewertung | | | |
|---|------------------------------------|---------------------------------------|---------------------------------------|
| Datum: _____ | | | |
| Name: _____ | | | |
| Gruppenmitglieder: _____ , _____ , _____ _____ , _____ , _____ , _____ | | | |
| Wie war ich? | | | |
| 1. Ich stelle Fragen. | | | |
| | <input type="text" value="immer"/> | <input type="text" value="manchmal"/> | <input type="text" value="fast nie"/> |
| 2. Ich höre gut zu. | | | |
| | <input type="text" value="immer"/> | <input type="text" value="manchmal"/> | <input type="text" value="fast nie"/> |
| 3. Ich teile neue Ideen. | | | |
| | <input type="text" value="immer"/> | <input type="text" value="manchmal"/> | <input type="text" value="fast nie"/> |
| 4. Ich unterstütze die anderen. | | | |
| | <input type="text" value="immer"/> | <input type="text" value="manchmal"/> | <input type="text" value="fast nie"/> |
| Wie war die Gruppe? | | | |
| 1. Wir stellen Fragen. | | | |
| | <input type="text" value="immer"/> | <input type="text" value="manchmal"/> | <input type="text" value="fast nie"/> |
| 2. Wir hören uns gegenseitig an. | | | |
| | <input type="text" value="immer"/> | <input type="text" value="manchmal"/> | <input type="text" value="fast nie"/> |
| 3. Wir lernen von einander. | | | |
| | <input type="text" value="immer"/> | <input type="text" value="manchmal"/> | <input type="text" value="fast nie"/> |
| 4. Wir unterstützen uns gegenseitig. | | | |
| | <input type="text" value="immer"/> | <input type="text" value="manchmal"/> | <input type="text" value="fast nie"/> |
| Beantwortet diese Fragen. | | | |
| 1. Vor dem Gruppenprojekt: Wie findest du Gruppenarbeit? | | | |
| _____ | | | |
| _____ | | | |
| 2. Nach dem Gruppenprojekt: Wie fandest du Gruppenarbeit? | | | |
| _____ | | | |
| _____ | | | |

General Outcome

5

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

5.2 Encourage, Support, and Work with Others

GRADE

4

Specific Outcome

Evaluate Group Process

Students will be able to:

5.2.4 show appreciation and offer constructive feedback to peers, and seek support from group members (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Evaluate Group Process*Students will be able to:*

- 5.2.4** show appreciation and offer constructive feedback to peers, and seek support from group members *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES
 Self-Assessments (continued)

Über Gruppenarbeit nachdenken

Datum: _____

Name: _____

Alle Gruppenmitglieder unterschreiben _____ , _____
 _____ , _____ , _____ , _____

Wir war eure Zusammenarbeit? Diskutiert in der Gruppe, welches Kästchen ihr anmalen wollt.

- Wir haben unsere Zeit gut ausgenutzt.
 immer manchmal fast nie
- Wir haben uns gegenseitig geholfen, am Thema und bei der Arbeit zu bleiben.
 immer manchmal fast nie
- Wir haben uns gegenseitig geholfen, die Aufgabe zu verstehen.
 immer manchmal fast nie
- Wir haben uns gegenseitig zugehört.
 immer manchmal fast nie
- Wir haben uns gegenseitig unterstützt.
 immer manchmal fast nie
- Wir haben alle mit Gedanken und Meinungen beigetragen.
 immer manchmal fast nie
- Wir haben die Arbeit gut aufgeteilt.
 immer manchmal fast nie

Beantwortet diese Fragen.

- Ein Problem, das aufgekomen ist, war _____

- So haben wir das Problem gelöst _____

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

Sound-Symbol System

Students will be able to:

- 6.1.1** consistently use, in structured situations, all elements of the sound-symbol system

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Introduce the biweekly German “Diktat.” Students practise it and write the “Diktat” test. The “Diktat” uses words from similar forms or based on a theme (e.g., *Adverbien, Weihnachten*). Dictations can also be based on specific phonetic sounds.
- Students sight-read a passage to a parent volunteer.
- Students play *Hangman* in German using words, phrases, and sentences from familiar themes/topics in the classroom.
- With student input, choose words from texts to form the basis for thematic word study activities. Print the words on charts and post them on the Word Wall where students may refer to them during daily reading and writing activities.
- Code German books in the class library according to reading difficulty, and invite students to choose books appropriate to their reading level.
- Students participate in journal writing activities.
- Students can have personal “Vokabelhefte.” These are notebooks in which they record new vocabulary.

Sound-Symbol System*Students will be able to:*

- 6.1.1** consistently use, in structured situations, all elements of the sound-symbol system *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- pronounce words accurately?
- apply phonetic knowledge accurately when reading?
- apply phonetic knowledge accurately when writing?

 Checklists

Create a checklist based on the Focus for Assessment criteria. All observations are dated and the context noted. The data should be reviewed to note progress over time and to guide instruction.

 Anecdotal Records/Running Records

Record the students' oral reading behaviour as they read a German text. Record miscues as the students read orally. Analyze the behaviours to determine effective and efficient use of cueing systems.

 Portfolios

Students choose work samples to show their progress in applying phonetic knowledge of German. Samples can include pre-texts, post-texts, and rough drafts. Students can discuss their progress and make observations about areas that still require improvement.

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

Vocabulary

Students will be able to:

- 6.1.2** experiment with and use vocabulary and expressions in a variety of classroom, school, and community contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are expected to speak only German in German class. Accountability is built by having a “*Bitte Deutsch*” board where names are written if English is used.
- “*Sag’s auf Deutsch*”: Students are expected to speak only German during class. Students can self-monitor or the teacher can select monitors. Students receive daily points for speaking German and for every 10 points earned, the student receives a “treat” (e.g., “*Sag’s auf Deutsch*” Karten can be given for speaking German and taken away if English is spoken).
- Students write monthly entries in German for their classroom yearbook.
- Students present a German project such as the fairytale unit to another class.
- Students create a poster to display depicting their favorite “*idiomatischer Ausdruck*.”
- Students write a conversation based on questions and answers in a familiar classroom and/or school situation. Students then role-play the situations.
- Invite students to participate in a daily “*Erzählzeit*” activity either at the beginning or at the end of the school day. The activity provides an opportunity for asking and answering questions, sharing personal information, etc. Students refer to thematic vocabulary charts and/or the classroom Word Wall to support conversation.
- Student of the Week: Students bring items to share and prepare a presentation in advance.

Vocabulary*Students will be able to:*

- 6.1.3** use, in modelled situations, specific grammatical elements;
 use, in structured situations, specific grammatical elements;
 use, in independent situations, specific grammatical elements *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use vocabulary and expressions appropriately in a variety of classroom and school contexts?
- experiment with German vocabulary and expressions?
- actively participate in classroom activities?
- apply vocabulary learned from one situation to another?
- use the vocabulary from the language ladders?
- add more vocabulary than those found in the teacher generated lists?
- ask for assistance to build/develop new vocabulary, or uses other resources?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Observe as the students present to familiar audiences. Note the appropriate use of vocabulary and expressions. Observations should be dated and progress should be noted.

 Individual Group Conferences

Students' role-plays may be recorded and used for individual or group conferences. Use the Focus for Assessment criteria to guide the conference.

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

Grammatical Features

Students will be able to:

6.1.3 use, in **modelled** situations, specific grammatical elements:

- tense: present perfect (Perfekt: *bin gegangen, habe gesehen*) and past tense (Präteritum: *ging, sah*)
- prepositions with accusative only and dative only
- sentence structure (subject and direct object)
- imperative (singular – *geh*, plural – *geht*)
- personal pronouns in the accusative and dative
- familiar separable verbs
- possessive pronouns (*unser, euer, ihre*)

use, in **structured** situations, specific grammatical elements:

- verb position in subordinate clause (*dass, weil*)
- possessive pronouns (*mein, dein, sein, ihr*)
- verbs (complete conjugation including modals in present tense)
- comparison of adjectives
- inversion for questions (*Hast du . . . ?*) and adverbs of time and place (*Heute ist es . . .*)

use, in **independent** situations, the following grammatical elements:

- correct definite and indefinite articles in the nominative and accusative
- prepositions to define spatial relationships
- plural of nouns

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Grammatical elements, which the student is able to use independently and consistently, are to be maintained for the duration of the student's bilingual programming.

Vocabulary*Students will be able to:*

- 6.1.3** use, in modelled situations, specific grammatical elements;
use, in structured situations, specific grammatical elements;
use, in independent situations, specific grammatical elements (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

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

Mechanical Features

Students will be able to:

6.1.4 use basic German mechanical features and explore their use for effect

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students practise the use of German-style quotation marks by doing a worksheet page in the *Rechtschreibung* notebook.
- Students write short conversations using a picture-writing starter. They use quotation marks.
- As a group or class, students edit an overhead for capitalization of nouns.
- Students create new titles for a story and use the proper capitalization.
- Print simple sentences that have capitalization and punctuation errors. Students read the sentences and identify the errors. They then write the corrected sentences into their notebooks.
- Invite students to read a text passage containing dialogue. Students are asked to highlight the quotation marks and dialogue.
- As the students read an assigned passage on a familiar topic, they mark all punctuation marks and capital letters with a highlighter pen. They compare their work with that of a classmate.
- Prepare a *PowerPoint* presentation with a mixture of correct and incorrect sentences. Each screen contains one sentence. Display each sentence for a short period of time. Students count the number of correct sentences. The student who identifies the most correct sentences wins. Afterwards, students correct the incorrect sentences.

Mechanical Features*Students will be able to:*

- 6.1.4** use basic German mechanical features and explore their use for effect
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- properly write the months or days of the week or titles *Herr, Frau, Herr Doktor*?
- capitalize nouns?
- recognize quotation marks and apply their use?
- begin a sentence with a capital letter and end the sentence with either a period, question mark, or exclamation mark?
- use a comma when listing a series of objects?
- use commas in a letter?
- use mechanical features for effect?

 Checklists

Develop a checklist based on the Focus for Assessment criteria, and use the checklist to assess students' proficiency in using basic mechanical features. When this checklist is used regularly throughout the year, it shows progress over time.

 Conferences

Conduct conferences with students to determine their use of basic mechanical features, such as capitalization and punctuation. Refer to available work samples.

 Work Samples

Collect work samples from students to assess their progress in meeting the criteria set out in the Focus for Assessment.

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

Discourse Features

Students will be able to:

- 6.1.5** use basic German discourse features in oral, written, and visual texts, and explore their use for effect

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students write a letter to a friend or family member describing their class. Besides using proper letter format, they organize the letter into paragraphs. Students may also correspond with a student in Germany.
- Model discourse markers for the class. Each student creates an oral dialogue using one or more discourse markers and presents it to the class (e.g., *trotzdem, deshalb*).
- Students keep an “expression” list in the back of their word/spelling/dictionary booklet. Three to four expressions are recorded and practised per week. Working in pairs, students have a partner quiz them using the expressions from the booklets.
- Write out a series of sentences with multiple pronouns (e.g., *Sie sagte doch, dass sie es ihm dort geben wollte*). Students invent objects and names, locations, etc., for each item. Students verify that the objects/people are of the correct gender.

Discourse Features

Students will be able to:

- 6.1.5** use basic German discourse features in oral, written, and visual texts, and explore their use for effect (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use basic discourse features orally?
- recognize and use basic discourse features in written and visual texts?

 Checklists

Develop a simple checklist based on the Focus for Assessment criteria. When making observations, note the context and date all observations.

 Anecdotal Records

Use the Focus for Assessment criteria to observe and record students' recognition and use of basic discourse features in oral, written, and visual texts. Date and note specific examples to determine students' developing skills in this area.

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

Listening

Students will be able to:

- 6.2.1** listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students give book talks with questions taken from the audience.
- Students read out loud to the class written presentations that they prepared at home on a specified topic or theme.
- Students share family traditions for the celebrations.
- Students view German videos.
- Students listen to either a poem or brief passage that is read only twice. Students must then sketch and label three items that they recall from the text. Points are given for exact vocabulary reference.
- Invite a guest (or student) who is fluent in German to demonstrate cooking a German dish. Distribute task sheets on which the steps are written in an incorrect order. Students number the steps in the correct order and match pictures of the ingredients to their names, which are in German.

Listening

Students will be able to:

- 6.2.1** listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- show complete comprehension through oral, visual, and/or written methods?
- recognize key words in a presentation and use them to begin formulating an understanding?

 Checklists

Develop a checklist based on the Focus for Assessment criteria.

 Conferences

Meet with students to check on their understanding of key information they have heard.

 Response Journals/Reflection Logs

Students record entries in a learning log following each oral presentation and discussion. The entries may include what students learned about the topic, how they felt about the ideas and information presented, and other questions they may still have about the topic. Conference with the students to review responses and assess how they use their knowledge and listening strategies to learn.

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

Speaking

Students will be able to:

- 6.2.2** produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students prepare a weekly written presentation on a specified topic or question (e.g., *Welche Farbe ist deine Lieblingsfarbe und warum?*).
- Students share a book talk from their books.
- Students present a character description on a character from a book or a movie.
- Students present their Show and Tell items in German.
- Students act out their favorite “*Märchen*” after the unit on German fairy tales.
- Students prepare and make a short oral presentation on a topic of their choice.

Speaking*Students will be able to:*

- 6.2.2** produce, spontaneously and/or with guidance, a short, oral presentation on a familiar topic in a structured situation (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- respond to a question without hesitation?
- volunteer to share ideas?
- ask questions?
- produce more than three sentences without guidance?
- produce more than three sentences with guidance?
- require prompting to produce?
- show confidence in subject matter?

 Checklists

Develop a simple checklist based on the Focus for Assessment criteria. When making observations, note the context and date all observations.

 Anecdotal Notes

Record information about the students' skills and knowledge during specific sharing situations. Date and describe the context of each sharing. Reviews should be done to note progress over time.

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

Reading

Students will be able to:

6.2.3 read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read and carry out the instructions from the morning message written on the board.
- Students answer questions/complete a cloze with a list of vocabulary based on a reading selection.
- Students complete a Venn diagram after reading two short texts on the same topic.
- Students read selected texts at home and answer the questions provided at the end of each selection.
- Students place a food order after reading a menu.
- Students complete a story organizer after reading a story.
- Invite students to read a story together and then write down the beginning, middle, and end idea of the story. Students then draw a picture for each section.
- Provide students with sentence strips on a familiar theme. Students then sequence the sentence strips to create a short and simple paragraph.
- Invite students to share personal experiences and opinions to contribute to class language-experience charts. These charts are posted in the classroom.
- After reading a text on which minor or major points have been blanked out, initiate conversations with the students about the cueing systems and comprehension strategies they used to make meaning out of the remaining text.

Reading*Students will be able to:***6.2.3** read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- read and understand a series of sentences in German on a familiar topic in structured sentences?
- read and understand a short text in German on a familiar topic in structured situations?
- read and understand a text in German on a familiar topic in unstructured situations?

 Checklists

Develop a checklist based on the Focus for Assessment criteria.

 Conferences

Conference with the students using a variety of short text and/or series of sentences. Talk with the students about the strategies they used to construct and confirm meaning. Use this information to guide instruction.

 Response Journals/Reflection Logs

Maintain running records of how students self-correct, use context cues, and make predictions to aid comprehension before and during reading. Observe students after reading to check whether they can demonstrate understanding of what was read.

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

Writing

Students will be able to:

- 6.2.4** produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students prepare an entry describing the events from the previous month for their class yearbook.
- Students create a postcard with a scene from their holiday and a message to a friend.
- Students write an acrostic poem for Mother’s Day.
- Students write a journal entry.
- Students write captions for a comic strip.
- Students complete a cloze activity on a familiar topic (e.g., my school clothes; my Halloween costume).
- Students use Descriptive Writing to add descriptive words to a simple paragraph.
- After using a tool such as brainstorming, webbing, or any other organizational tool, students compose a brief paragraph about a topic.
- After a presentation on how to make a craft or follow a recipe, help students rehearse and write the directions. Students may also write the directions to play a simple game.
- Students write a short story or poem using a story or poem studied in class as a model. Examples include:
 - Cinquain poem (verbs, nouns, adjectives can be used)
 - Haiku poetry (syllables, adjectives, nouns, verbs)
 - Fictional storywriting using a “story map”
 - “About the Author”—write a “Pourquoi”
 - Autobiography
- Students write a letter (e.g., an invitation to a party, a report on a holiday).

Writing

Students will be able to:

- 6.2.4** produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- write a simple text in German on a familiar topic in a structured situation?
- write a simple text in German in an unstructured situation?
- show confidence when expressing himself/herself in written form
- seek assistance or use other resources when producing written work?

 Checklists

Create a checklist based on the Focus for Assessment criteria. All observations should be dated and the context of observations noted.

 Rubrics

With students, generate descriptors for levels of performance that guide students in creating simple texts on a familiar topic. Specific behaviours may be outlined. Students' performances based on the rubric may be placed in their portfolios.

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

Viewing

Students will be able to:

6.2.5 view and understand a variety of simple events and/or representations

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students view a video (e.g., *Aschenputtel*) and talk about the story. Read the text version of the story, and then compare the film story with the text story by completing a class Venn diagram.
- Students view pictures of scenarios.
- Students view filmstrips without the English soundtrack.
- Students view a number of posters, announcements, and advertisements for upcoming events in the German community, and answer questions about the event.
- Students view a video and read a book that follows the same plot as the video (e.g., *Aschenputtel*).

Viewing*Students will be able to:*

- 6.2.5** view and understand a variety of simple events and/or representations
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use visual cues to form an understanding after viewing?
- show comprehension through representation?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. All observations should be dated and the context of the observations noted.

 Journals/Reflections

After viewing the video *Aschenputtel* and reading the text version of *Aschenputtel*, students write about what they liked the most about each.

 Work Samples

Review students' work samples for evidence of understanding of simple events and representations in German.

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

Representing

Students will be able to:

- 6.2.6** create simple representations of the same familiar ideas, events, and/or information

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After the unit on fairy tales, students may choose one of the following methods to represent their favourite fairy tale:
 - big book
 - puppet play
 - comic strips
 - story with illustrations
 - overhead presentation
- Students present a report on a chosen animal using a poster, diorama, or written report.
- Students create a *PowerPoint* presentation in social studies by answering questions they have created. They choose the sequence and pictures they use.
- Students learn or review a German folk song and, with a partner, rewrite the words to the song.
- Students listen to a story and later draw pictures to represent the sequence of events.
- Students present a picture collage about themselves. They include photographs and simple captions.
- Students use a digital camera and take pictures of events at school to create a class memory book. In groups, students prepare simple captions to accompany the photos.
- Students make a video about their school community. They prepare a simple script to accompany the video.
- Students work in groups to represent the same piece of text in different ways. Each group may choose one way to present the same information. Groups share their representations with the rest of the class.
- Help students understand that information can be displayed in a number of ways by modelling the use of graphic organizers such as Venn diagrams, Webs, Mind Maps, Herringbone, and Concept Frames. Then encourage the students to use a variety of forms throughout the year.
- Students draw and label a map of their bedroom, home, school, or classroom. Students share their maps with one another, practising possessive pronouns and prepositions.

Representing*Students will be able to:*

- 6.2.6** create multiple representations of the same familiar ideas, events, and/or information (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- capture the main ideas in his/her representations?
- in addition to the main ideas, include other relevant details?
- use a variety of forms to represent ideas, information, or events without guidance?
- use a variety of forms with guidance?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Record the context and date all observations.

 Portfolios

Students select work samples that show different ways they have organized ideas and information. Students include reasons for choosing each work sample.

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

Register

Students will be able to:

6.3.1 experiment with formal and informal uses of language in familiar contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students role-play conversation at a formal dinner party and compare the conversation with casual discussions with friends in the classroom.
- Students view a German video and comment on the form of language.
- Students brainstorm two lists of adjectives. One list is used when describing an object to friends and the second list is used when describing the object to grandparents. For example:

| | |
|------|-------------|
| toll | wunderschön |
| | |

- Invite German senior citizens/grandparents to visit the class. Precede the visit by modelling and discussing respectful language, and encourage students to use respectful language when interacting with guests.
- Students design a mini-poster showing appropriate language and behaviour in a particular context. These posters are shared in class and may be posted and discussed. The posters may be referred to prior to a class field trip or guest speaker.

Register*Students will be able to:*

- 6.3.1** experiment with formal and informal uses of language in familiar contexts
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- experiment with formal uses of language in familiar contexts?
- experiment with informal uses of language in familiar contexts?
- project his or her voice at an appropriate level?

 Checklists

Use checklists based on Focus for Assessment criteria. All observations should be dated and note the context.

 Response Journals/Reflection Logs

Students reflect on what they have learned about the use of appropriate words and intonations by recording their thoughts in their journals. Model the process of reflecting, and provide students with sentence starters to assist them.

 Conferences

Keep notes on individual students' successes and challenges in adapting language. Share notes with the student and make plans to improve. Conference with students to discuss participation and personal responsibility in the classroom and school community.

General Outcome

6

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

6.3 Sociocultural/
Sociolinguistic
Elements

GRADE

4

Specific
Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 use learned idiomatic expressions in new contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Using the idiomatic expression from the biweekly *Rechtschreibung* lesson, students make a note to use the expression at least once during the week.
- Students illustrate their favourite idiomatic expression on a poster. (See Appendix B for a list of expressions.)
- Students, working in small groups, role-play simple situations provided to them in which idiomatic expressions can be practised.

Idiomatic Expressions*Students will be able to:***6.3.2** use learned idiomatic expressions in new contexts (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use idiomatic expressions in a given setting without assistance?
- use idiomatic expressions in a given setting with assistance?
- use learned idiomatic expressions as part of her or his daily conversations?

 Checklists

Create a checklist based on the Focus for Assessment criteria. All observations are dated and the context of the observations noted.

 Anecdotal Notes

Record information throughout the year about the students' ability to understand and use simple idiomatic expressions in German.

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

Variations in Language

Students will be able to:

6.3.3 experience a variety of accents and variations in speech

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students view German videos.
- Students read a German story or poem written in dialect and practise reading it out loud.
- Students listen to segments from German radio broadcasts, such as weather reports, interviews, and news broadcasts.
- Students watch segments of a news broadcast from Germany or from a children's program from Germany, noting differences in accents and variations in speech.
- Students listen to recordings of popular German *Märchen*, read by various narrators.
- During Read-In Week, German-speaking parents are invited to read German stories to the class.

Variations in Language*Students will be able to:***6.3.3** experience a variety of accents and variations in speech (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- willingly participate in listening and viewing activities?
- recognize differences in German accents and variations in speech?
- react positively when presented with variations in speech?

 Observations/Anecdotal Records

Observe students as they are exposed to a variety of accents and variations in German speech through a variety of activities and in different contexts. When students listen to a German newscast, interview, or weather broadcast, look for evidence that students are able to:

- identify expressions and vocabulary that vary from one speaker to another
- suggest reasons for differences
- identify differences in pronunciation or intonation

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

Social Conventions

Students will be able to:

6.3.4 recognize verbal behaviours that are considered impolite

SAMPLE TEACHING AND LEARNING ACTIVITIES

- The class adds to a chart of expressions that are inappropriate with the corresponding appropriate expression (e.g., *Ich bin voll, ich bin satt*).
- Correct a student and model the appropriate phrase. Students then repeat the correct phrase.
- Students are instructed on the various forms of informally and formally greeting people. They practise these forms through simple role-plays in the classroom.
- Provide opportunities for students to role-play situations where different oral forms of address are used for people who are frequently encountered. Scenarios may be real or imaginary. See suggestions for role-playing below. What would you say to another person to show courtesy when:
 - You run into your minister in the mall?
 - She is a new student in your class?
 - A visitor to the school asks directions in the hallway?
 - Your friend wants you to play with him at recess?
 - Your teacher asks you where your homework is?
 - Your grandmother asks you to help?
- Have the students draw a map showing the scenes from stories they have read, listened to, or viewed that deal with people they frequently encounter. After the students draw and cut out the main characters, they move them through locations on the map that represent story events, adjusting the oral forms of address as they meet different people.
- Students receive instruction on the correct usage of the “*du*” and “*Sie*” form, and practise using them. They apply their knowledge when greeting teachers or guest speakers and when on field trips.

Social Conventions*Students will be able to:***6.3.4** recognize verbal behaviours that are considered impolite (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize verbal behaviours considered impolite?
- address adult and guests formally?
- address people of the clergy using proper titles?
- use vocative form of the name or title when addressing people?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Note the context of the observations. All observations are dated.

 Anecdotal Records

Record students' behaviours when addressing people such as guest speakers or field trip attendants.

 Response Journals/Reflection Logs

Students record in their journals two or three important behaviours that they need to remember and practise when interacting with others in German in a variety of contexts.

General Outcome

6

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

6.3 Sociocultural/
Sociolinguistic
Elements

GRADE

4

Specific
Outcome

Non-Verbal Communication

Students will be able to:

6.3.5 recognize appropriate non-verbal behaviours for people frequently encountered (e.g., interpersonal space and physical contact)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- The class brainstorms for a variety of encounters and presents the wrong and right non-verbal behaviours.
- Students role-play situations in which they use a handshake to greet each other.
- The class discusses other non-verbal behaviours witnessed in various cultures.

Non-Verbal Communication*Students will be able to:*

- 6.3.5** recognize appropriate non-verbal behaviours for people frequently encountered (e.g., interpersonal space and physical contact) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize appropriate non-verbal behaviours?
- use appropriate non-verbal behaviours in a variety of familiar situations?

Anecdotal Notes

Record examples to show how students applied knowledge of, and communicated understanding of, appropriate and inappropriate non-verbal behaviour, both within and outside the school context.

Response Journals/Reflection Logs

Have the students write about the differences between appropriate and inappropriate non-verbal behaviours in certain contexts based on what they viewed, and following the class discussion.

Conferencing

Confer with the students to check on their understanding of appropriate and inappropriate non-verbal behaviours.

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

Cognitive

Students will be able to:

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning (e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual cognitive strategies that were used.

- Students keep a personal list of words they frequently misspell and refer to it when editing their work.
- Students draw a picture using all the *der* words from a spelling list on the *Diktat*. They then do the same for the *die* and *das* words. Students discuss whether drawing the meaning of words helps them recall meaning. Another way to remember gender is to colour-code the articles.
- The class plays a Bingo game using new vocabulary learned in class. Students discuss whether they learn words better by repeating them in a game or by using a simple word list.
- The teacher and students list unfamiliar words from a reading selection, and students then use their German-English dictionaries to find the meanings. Guide students in how to use a dictionary.
- To a rhythmic beat (clapping, snapping), conjugate a verb and the students repeat. While snapping, say “*ich spiele ...*,” students repeat “*ich spiele ...*,” etc. After students are more proficient with conjugating the verb, give them a pronoun and students will respond with the correct verb form. For example:

Teacher: *er*
Student: *spielt*

Students then discuss how rhythm aids the memory

- Students make a class strategy mannequin—a life-size drawing of a person whom they name as they please. Throughout the year, as new strategies are discovered, students add them on self-stick notes to corresponding body parts:
 - cognitive—on the head
 - social—on the legs (e.g., to walk toward other people)
 - kinesthetic—on the hands
 - reflective/metacognitive—on the chest
 - etc.
- Students create raps or songs to remember grammatical structures or idiomatic expressions.

Cognitive*Students will be able to:*

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning (e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of cognitive strategies to enhance language learning?
- use a variety of cognitive strategies to enhance language learning?

 Checklists

Using a list of cognitive language learning strategies, keep a list of the students' use of the strategies, with guidance or independently, and track some for frequency.

 Self-Assessments

A simple list of strategies can be used by the student for tracking usage and frequency.

 Portfolios and Conferencing

Students can select pieces where organizers were used, or where language patterns were tracked, etc. Conference with students, reinforce the good use of strategies, and encourage the use of new strategies.

 Work Samples

Checks students' personal dictionaries for evidence that they are:

- adding an increasing variety of words
- correctly matching pictures and labels
- organizing words and phrases in logical ways
- focusing on words that are useful or interesting to them

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

Metacognitive

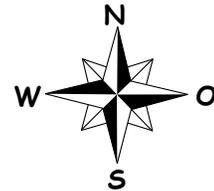
Students will be able to:

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning (e.g., make a plan in advance about how to approach a language learning task)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual metacognitive strategies that were used.

- Students create an acronym to learn the “*Kompas Rose*”
Nicht
Ohne
Seife
Waschen
- Students colour-code the gender of nouns in a reading selection (e.g., red is feminine, blue is masculine, green is neutral, and yellow is plural).
- Students create a mobile that shows a verb conjugation.
- Students self-edit a writing selection and make changes using a blue marker.
- After being assigned a task, students spend two minutes writing out a list of steps they plan to follow to accomplish the task. Prior to handing in the completed task, students refer to their plan and note any changes to the list in a different coloured ink to reflect how the plan was actually carried out. In their Response Journal/Reflection Log, students reflect on the difference between the original plan and what actually occurred.



Cognitive*Students will be able to:*

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning (e.g., make a plan in advance about how to approach a language learning task) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of metacognitive strategies to enhance language learning?
- use a variety of metacognitive strategies to enhance language learning?

Observations/Anecdotal Records

Select four or five students per class to observe as they solve problems, monitor their language learning, reflect on their strengths and weaknesses, identify their own needs, and set goals for language learning. Observations should be made over different periods of time in different learning contexts. The information gathered should be dated and be used to enhance or modify future instructions.

Self-Assessments

At the end of class, students use checklists to rate their performance on aspects of their daily oral communication. Items may include:

Meine Arbeit überschauen—Schülercheckliste

Name: _____

Datum: _____

Heute...

- habe ich mich freiwillig gemeldet.
- habe ich neue Wörter und Sätze geübt.
- habe ich nur auf Deutsch gesprochen.
- habe ich meine Fehler allein verbessert.
- war ich hilfreich und positiv.

Conferences

Conference with students to share observations and to invite students to share their personal reflections on their progress as a German-language learner. Discuss with students areas they have identified for improvement, and provide direction, encouragement, and feedback on progress.

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

Social/Affective

Students will be able to:

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning (e.g., work co-operatively with peers in small groups)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual social/affective strategies that were used.

- Students create a script which demonstrates a social situation (e.g., setting a table). They present the play to the class.
- Students complete a social studies worksheet/project in a co-operative learning group.
- A group of students researches a topic and chooses how to present the information to the class.
- After reading and discussing a story in the German reader, students reread the selection with a partner.
- Students participate in an Author's Chair activity by reading completed works or works-in-progress to classmates. After reading, the author asks for feedback from classmates, making use of vocabulary charts compiled earlier. Midway through the activity, have students refer to lists of learning strategies to discuss what they learned and what learning strategies were used in the activity.

Social/Affective*Students will be able to:*

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning (e.g., work co-operatively with peers in small groups) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of social and affective strategies to enhance language learning?
- use a variety of social and affective strategies to enhance language learning?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and note the context of all observations. Review the checklists periodically to note progress over time.

 Portfolios

Sessions may be recorded for more detailed observations or for review with students during conferencing.

 Anecdotal Records

When students are working on assigned tasks, such as the newspaper assignment, note the extent to which they:

- approach tasks with confidence
- persevere, trying different approaches or strategies when having difficulty
- tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge

 Self-Assessments

Students complete a strategy-use inventory such as the one found in Appendix E.

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

Interactive

Students will be able to:

- 6.5.1** identify and use a variety of interactive strategies (e.g., use the other speaker's words in subsequent conversation)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual interactive strategies that were used.

- Students give a book talk on their silent reading book and then answer questions posed by classmates.
- Students interview a classmate and present him or her to the class.
- Provide students with an explanation and they then repeat the information to a partner.
- Have students practise phrases that would be used to get help or clarification (e.g., *Ich verstehe nicht. Helfen Sie mir bitte?*).
- Pairs of students practise discussing the details of a picture they are looking at. When one student is unsure of a word, he or she gets it from the other student, the description flows without a break.
 1. *Schüler:* *Hier ist Vater Kaiser. Er kommt nach Hause. Er sieht seine Frau. In der Hand hat sie etwas. Ich weiß nicht was es ist.*
 2. *Schüler:* *einen Hammer*
 1. *Schüler:* *Danke, in der Hand hat sie einen Hammer und...*
- Prepare a range of flash cards depicting common household objects for which students may not know the name. Students play a modification of charades in which instead of acting an object out, they describe its use and appearance.

Interactive*Students will be able to:*

- 6.5.1** identify and use a variety of interactive strategies (e.g., use the other speaker's words in subsequent conversation) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of interactive strategies?
- use a variety of interactive strategies?

 Checklists

Develop a checklist based on the Focus for Assessment criteria to conduct a more structured assessment. Each observation should be dated and the context noted. Note progress over time.

 Anecdotal Records

Observe students during their interactions with classmates. Assessment should focus on students' abilities to interpret and use interactive strategies to communicate, such as strategies modelled in class when communication breaks down. Date and record the context of the observations.

 Self-Assessments

Students complete a strategy use inventory.

SAMPLE **RESOURCES**

Kozzatz, H. Dackel Willi, und Familie Kaiser. München: Tomus Verlag. ISBN 3-8231-0200-1.

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

Interpretive

Students will be able to:

- 6.5.2** identify and use a variety of interpretive strategies (e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual interpretive strategies that were used.

- Before listening to a guest speaker, show students how to take in information from a specific focus or question in the presentation.
- While watching a video, students use visual clues such as facial expressions or actions to follow the plot.
- Students make predictions about what will happen next while the teacher is reading a book.
- Students write a new ending for a story they are reading.
- Students write a letter from the point of view of a fictional character.
- Students write a letter to a fictional character.

Interpretive*Students will be able to:*

- 6.5.2** identify and use a variety of interpretive strategies (e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- listen selectively based on purpose?
- make predictions based on prior knowledge?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date and record the context of all observations. The data should be reviewed to note progress over time and to guide instruction.

 Anecdotal Records/Running Records

Maintain running records of how students self correct, use context cues, and make predictions to aid comprehension before and during reading. Observe students after reading to check whether they can demonstrate understanding of what was read.

 Self-Assessments

Students complete a strategy.

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

Productive

Students will be able to:

6.5.3 identify and use a variety of productive strategies (e.g., use various techniques to explore ideas at the planning stage)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual productive strategies that were used.

- Students create an outline to organize the ideas for their yearbook page.
- Students use a story organizer before they write their stories.
- Working with a partner, students draw a web with information about their research topic.
- Students take notes while watching a science video.
- After viewing different cultural texts such as alphabet books, numerical books, or holiday books, students create their own texts following a chosen pattern.
- After studying a poetic form, students follow the patterns found in the poem as a model for writing their own poem.
- Students use a variety of resources in the classroom such as personal and commercial dictionaries, word charts, and grammar charts to edit and revise an original text.

Productive*Students will be able to:***6.5.3** identify and use a variety of productive strategies (e.g., use various techniques to explore ideas at the planning stage *(continued)*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of productive strategies to create new texts?
- use a variety of productive strategies to create new texts?
- make familiar sentence patterns to create new sentences?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

 Conferences

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the production strategies that were taught and practised in class.

 Self-Assessments

Students complete a strategy use inventory.

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

Cognitive

Students will be able to:

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning (e.g., focus on and complete learning tasks)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual cognitive strategies that were used.

- Students use a student's agenda to log assignments.
- Students use a KWL (WML) chart when listening to a German novel or beginning to study a new topic.
- Instruct students to review for a test by highlighting main ideas in their notes.
- Students use familiar words from English to help memorize vocabulary (e.g., *Landschaften* and *Landscapes*).
- Students use key questions to find information for a research topic in *Indianer der Ebene*.

Cognitive*Students will be able to:*

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning (e.g., focus on and complete learning tasks) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of cognitive strategies to enhance general learning?
- use a variety of cognitive strategies to enhance general learning?
- use graphic organizers effectively?
- focus on completing a learning task?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

 Work Samples/Portfolios

Students select samples of completed work such as the KWL (WML) chart, mind map, or web that represent their ability to use graphic organizers effectively to help make information in German easier to understand and remember. Samples should reflect progress over time. Students should provide reasons for their choices.

 Self-Assessments

Students complete a strategy use inventory.

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

Metacognitive

Students will be able to:

6.6.2 identify and use a variety of metacognitive strategies to enhance general learning (e.g., divide an overall learning task into a number of sub-tasks)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual metacognitive strategies that were used.

- Students fill out an interest survey and compare it with their classmates' surveys.
- Students journal what they learned today.
- Students self-edit a piece of writing.
- Students write a plan for how they will complete a project.
- Students, with teacher guidance, develop criteria for evaluating their own work.
- Invite students to contribute their ideas when creating class charts (e.g., what a good reader/writer does).
- Students, working in groups, take time to create a logical plan about how to approach a learning task. After the task is complete, students assess their original plan and discuss other possible choices or improvements.

Metacognitive*Students will be able to:*

- 6.6.2** identify and use a variety of metacognitive strategies to enhance general learning (e.g., divide an overall learning task into a number of sub-tasks)
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of metacognitive strategies to enhance general learning?
- use a variety of metacognitive strategies to enhance general learning?
- decide to attend to a learning task?
- make plans in advance or before attending to a learning task?
 - use the plan?
 - reflect on the plan?
 - see the value in a plan?
- with guidance, reflect on learning tasks?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

 Self-Assessments/Self-Reflections

Guide students to reflect on the activities and Focus for Assessment criteria. Assist students in focusing on how they are performing, and to provide the language to reflect on and communicate information in German. Provide frameworks that include sentence starters and rating scales. It may be necessary to have students reflect and write journal entries or self-assess in English on occasion in order for students to express their thoughts clearly and concisely.

 Self-Assessments

Students complete a strategy use inventory.

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

Social/Affective

Students will be able to:

- 6.6.3** identify and use a variety of social and affective strategies to enhance general learning (e.g., choose learning activities that enhance understanding and enjoyment)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual social/affective strategies that were used.

- Students complete a German story analyzer in a cooperative learning group.
- Students work in groups to prepare a presentation on *Indianer der Ebene* to the class.
- Invite students to brainstorm words and phrases that would assist them to work cooperatively with other students. These phrases are posted in the classroom for future reference.

Social/Affective*Students will be able to:*

- 6.6.3** identify and use a variety of social and affective strategies to enhance general learning (e.g., choose learning activities that enhance understanding and enjoyment) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of social and affective strategies to enhance general learning?
- use a variety of social and affective strategies to enhance general learning?

Observations/Anecdotal Records

Observe students as they work in cooperative groups to solve problems or complete assigned tasks. Target their observations by selecting four or five students per class and one or two specific outcomes to observe. Develop a data-gathering system such as a clipboard for anecdotal notes, a checklist based on the Focus for Assessment criteria, or a video or audio recorder. All observations are dated and the context of the observation is noted.

Self-Assessments

Students complete a strategy use inventory.

Conferences

Conference with individual students or with a group of students to share observations, encourage students, and provide guidance and feedback.

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 independent and multicultural global society.

7.1 Self-Identify

GRADE

4

Specific Outcome

Valuing German Language and the Cultures of German-Speaking Peoples

Students will be able to:

7.1.1 recognize and appreciate various elements of the cultures of German-speaking peoples

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm all of the German cultural practices they know. They prepare a KWL/WML chart.
- Invite guest speakers from the German community.
- Invite a dance group, such as the *Schuhplattler*, into the school to dance.
- Students put shoes out on desks on the afternoon of December 5 in preparation for St. Nikolaus on December 6.
- Students make an *Adventskalendar* for December and decorate an *Osterbaum* at Easter.
- Students research a German composer or artist and create a poster about his life.
- Students research regional German dishes and create a class cookbook.

Valuing German Language and the Cultures of German-Speaking Peoples*Students will be able to:*

- 7.1.1** recognize and appreciate various elements of the cultures of German-speaking people *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify various elements of culture generally?
- identify various elements of German culture specifically?
- share ideas and opinions willingly?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Circulate among the class to observe behaviours, and use checklists to record observations. Date each observation.

 Anecdotal Records

As students discuss German cultural events and customs, note evidence of their interest and understanding, such as:

- asking questions of one another
- volunteering information about their own families and communities
- speculating about reasons for particular customs or behaviours
- offering to find the answers to questions
- volunteering information they have discovered about the German language and culture

(Adapted from *Languages Template*, Ministry of Education, Skills and Training, British Columbia, 1997.)

 Self-Assessments

Students complete self-assessments that indicate their recognition and appreciation of the German language and culture. Provide prompts to guide the students.

 Response Journals/Reflection Logs

After each activity, students record personal reflections in a journal. Review these entries and provides positive feedback and support where needed.

 Conferences

Conference with students to discuss participation, recognition, and appreciation of the German language and culture.

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 independent and multicultural global society.

7.1 Self-Identify

GRADE

4

Specific Outcome

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.2 participate in activities that promote and celebrate the bilingual/multicultural education experience

SAMPLE TEACHING AND LEARNING ACTIVITIES

- The school participates in a special food day with food such as *Sauerkraut* and *Wurstchen*.
- During the dance unit, students learn dances from various cultures.
- Students participate in an exchange with another bilingual class and share a cultural activity, dance, art idea, or song.

Valuing Bilingualism/Multiculturalism*Students will be able to:*

- 7.1.2** participate in activities that promote and celebrate the bilingual/multicultural education experience *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- participate willingly in bilingual/multicultural celebrations and activities?
- recognize the benefit of knowing another language?
- express an appreciation of learning a second language?
- show enthusiasm and participate in learning about other language/cultural groups?
- show enthusiasm in sharing knowledge of German language and culture with other ethnic/language groups?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 Anecdotal Notes

Record examples of students' behaviours based on the Focus for Assessment criteria. Use the data to conference with students.

 Journals

Students respond to prompts to write in their journals. Prompts include:

Ein Land—viele Sprachen und Kulturen

Was wir heute gesehen/gelesen/gehört haben: _____

Was ich davon gelernt habe: _____

Was ich toll daran finde: _____

Was ich noch darüber lernen möchte: _____

 Self-Assessments

Students complete a self-reflection following participation in an activity involving another culture. Respond to the students' self-reflections with positive feedback.

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 independent and multicultural global society.

Historical Elements

Students will be able to:

- 7.2.1** explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [*Ostern*], music, dance, art, literature, food, etc.)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Read to the class about the origins of the Easter traditions in German. Students chart past and present traditions.
- Play music from various German composers during silent reading or art. Students choose their favourite composer and write, in German, about how the music makes them feel and what they like about some of the pieces.
- Students read about traditional Christmas traditions and compare them to how their family celebrates Christmas today.
- Students choose a German composer/artist to research and then write a short report about the artist's life.
- Students perform a play/musical about German composers.
- Students interview their parents or grandparents to trace their family's history or journey on a map of Canada or the world.
- Students listen as a guest speaker talks about the history and evolution of the local German community.

Historical Elements*Students will be able to:*

- 7.2.1** explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [*Ostern*], music, dance, art, literature, food, etc.) (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore historical elements, events, and figures of the German language and culture in his/her community?
- explore the development of the German language and culture in his/her community/province?
- participate willingly in cultural activities?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

 Anecdotal Records

Observe how the students participate in activities and experiences that reflect traditional elements of the German language and culture, and include the context of all the observations.

 Self-Assessments

Students complete a self-reflection following participation in a traditional German activity. Respond to the students' self-reflections with positive feedback.

 Conferences

Conference with students to discuss and provide feedback regarding their participation and experiences in traditional German language and cultural activities.

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 independent and multicultural global society.

7.2 German Culture

GRADE

4

Specific Outcome

Contemporary Elements

Students will be able to:

7.2.2 explore elements in the immediate environment that reflect the contemporary features of German culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Invite a recent German immigrant into the classroom to speak to the students about life today in Germany.
- Show a German video from a present-day television program. The class creates a Venn diagram comparing and contrasting the lifestyles in Canada and in Germany.
- Students listen to a German radio station while doing art.
- Students watch a pre-taped German children's program looking for background artifacts that are not typically seen in Western Canada (e.g., window ledges, door levers, house styles, new products in advertisements, etc.).

Contemporary Elements*Students will be able to:***7.2.2** explore elements in the immediate environment that reflect the contemporary features of German culture (see example above) *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore contemporary elements, events, figures, and cultural developments of the German language and culture?
- actively participate in classroom activities and discussions?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

 Anecdotal Records

Observe how the students participate in activities and experiences that reflect contemporary elements of the German language and culture, and include the context of all the observations.

 Self-Assessments

Encourage self-assessment by asking students to keep up-to-date personal records of interesting facts about German culture and the German speakers. Students review their interesting facts from time to time in response to encouragement.

 Conferences

Conference with the students to discuss and provide feedback regarding their participation and experiences in contemporary German language and cultural activities.

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 independent and multicultural global society.

Diversity

Students will be able to:

7.2.3 explore diversity of German culture in the immediate environment

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students compare German and Canadian traditions followed in their homes, such as Christmas, tooth fairy, etc.
- Read a selection from the reader that is written in a German dialect. The class discusses the meaning and differences in the text.
- Students interview relatives to find out the new “cool” words used by German young people.
- To show diversity in language, provide opportunities for students to view German television programs, videos, or listen to German radio programs. Also, invite a variety of guest speakers to present or read to the students.
- Students compare websites for children from Germany, Switzerland, and Austria that are similar to Canadian websites.
- Students make a collage of local German-speaking businesses and institutions from ads in local German newspapers.
- Students search for jump-sites listing links to German-Canadian organizations. They compare the nature of these organizations to American jump-sites. They discuss whether immigrants to both countries have similar needs and interests.

Diversity*Students will be able to:***7.2.3** explore diversity of German culture in the immediate environment (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- show an understanding and appreciation for diversity of the German language and culture in his/her community?
- identify elements of the German culture?
- actively participate in activities representing German culture?

 Checklists

Observe students in activities where there is cultural and linguistic diversity. Develop checklists based on students' participation, recognition, and understanding of diversities. Observe students as they engage in discussion. Date and include the context of each observation.

 Anecdotal Records

Record examples of the students' behaviours based on the Focus for Assessment criteria. Use the data to conference with the students.

 Response Journals/Reflection Logs

After each activity, students record personal reflections regarding the diverse elements of the German language and culture. Review these entries and provide positive feedback and support where needed.

 Conferences

Conference with students to discuss and provide feedback regarding their skills at identifying diverse elements of the German language and culture.

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 independent and multicultural global society.

Change

Students will be able to:

7.2.4 explore and reflect on change within one's own immediate environment

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create a mobile to show how their interests have changed since Kindergarten. Pictures are labelled in German.
- Students create a collage that shows pictures of them with their family since they were born. They give a short oral presentation to explain the pictures to the class.
- Looking at examples of historical and contemporary text, such as children's rhymes, students share how they think, speak, their vocabulary, their pronunciation, etc., influence one's understanding.
- Students look at a map of their community today. They compare it with one from the year in which they were born and then compare it to a map from twice that many years ago. They chart the changes.
- Students prepare interview questions to ask a guest speaker who has been in the community for a long time.

Wann sind Sie nach ... gekommen?

Was hat damals eine Flasche Milch gekostet?

Wo haben Sie damals eingekauft?

Wie sind Sie von zu Hause zur Arbeit gekommen?

Wo haben Sie gewohnt?

Was hat damals ein neues Haus/Auto gekostet?

Was konnte man damals am Abend machen?

Was konnte man damals am Wochenende machen?

Welche Musik war damals modern?

Welcher Film war damals modern?

Haben Sie Fotos von damals?

Wie ist man damals nach Europa gereist?

Sind Sie hier zur Schule gegangen?

Wie haben Sie Englisch gelernt?

War das leicht oder schwer?

Gab es damals Telefone oder Fernseher?

Wo waren damals die Stadtgrenzen?

usw.

Change*Students will be able to:*

- 7.2.4** explore and reflect on change within one's own immediate environment
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore changes within his/her own family and community?
- reflect on changes within his/her own family and community?

 Anecdotal Records

Record examples to show how the students identified changes in the German language and culture. Date and record the context of the observations.

 Checklists

Develop checklists based on the ability of students to identify changes in the German language and culture over time. Date and record the context of the observations.

 Conferences

Conference with students to determine their skill in reflecting on and identifying changes in the German language and culture over time. Provide feedback and guidance.

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 independent and multicultural global society.

Valuing Diversity

Students will be able to:

7.3.1 explore diversity in the broader community and reflect on its personal significance

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm on how the community shows respect for different cultures (e.g., a number of different churches, synagogues, and mosques in a small area).
- Class participates in a school-wide food fair where food is brought by families from different ethnic backgrounds.
- Students work in pairs to role-play a situation in which one person requires assistance from another (e.g., a new student to the school, a person with crutches, etc.). Encourage students to share how they helped each other and how they felt when they were helping.
- Students, working in small groups, organize a food-bank drive. One group prepares a poster in both English and German. Another group prepares a write-up for a school newsletter, etc.
- Students participate in a “buddy reading” program in which they read to a younger student in German or listen to a younger student read to them in German.

Valuing Diversity*Students will be able to:*

- 7.3.1** explore diversity in the broader community and reflect on its personal significance (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- require motivation to help members of the class?
- show a positive response after having assisted someone (e.g., by responding in a journal)?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 Anecdotal Records

Record examples of the students' behaviours when experiencing helping others.

 Self-Assessments

Students complete self-assessment forms to self-report on experiences where they helped others and the results of helping others.

 Journals

Students respond to prompts to write in their journals. Prompts include:

- *Heute habe ich ____ geholfen ____ zu ____.*
- *Dabei habe ich mich ____ gefühlt.*
- *Dadurch habe ich auch etwas über die Hilfsbereitschaft gelernt, nämlich _____.*

Engage students in written dialogue to give positive feedback and suggestions.

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 independent and multicultural global society.

Valuing Similarity

Students will be able to:

7.3.2 explore similarities in the broader community and reflect on their personal significance

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Read a book about a family from a different cultural group, and the class discusses what similarities there are to their own lives.
- Using graphic organizers such as Venn diagrams, students look at the similarities between life in Quebec and Manitoba.
- Students choose another cultural group such as Germans in Waterloo, ON, Lunenburg, NS, Toronto, ON, Edmonton, AB, Pennsylvania, Texas, New York State, Florida, Ohio, California, etc., and compare the similarities to our Manitoba German culture. They search out names of German cultural religion and educational organizations to see if there are similarities wherever German immigrants settled.
- Students research the Christmas traditions practised by people of another culture, and compare the similarities to German Christmas traditions (e.g., *Spatzenmilch und Teufelsdreck* by Ghazi Abdel-Qadir or *Ganesh oder eine neue Welt* by Malcomn J. Bosse).

Valuing Similarity*Students will be able to:***7.3.2** explore similarities in the broader community and reflect on their personal significance (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- require motivation to help members of the class?
- show a positive response after having assisted someone (e.g., by responding in a journal)?

 Checklists

Create an appreciating similarities checklists to determine students' developing skills in exploring diversity and in reflecting on its significance to themselves. This data can be used for conferencing.

 Anecdotal Records

While observing discussions, note and record the comparisons students make between their lives and those portrayed by members of the immediate community. Date and record the context of observations.

 Conferences

Conference with the students to discuss the results of the Venn Diagram and its significance to them. Provide feedback and suggestions.

 Response Journals/Reflection Logs

Respond to the students' dialogue journals to provide positive feedback and support with regard to their reflections on the activity and its significance to them.

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 independent and multicultural global society.

Contributing to Community

Students will be able to:

7.3.3 demonstrate desire to assist others and contribute to classroom and school activities

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students visit a nearby seniors' complex and interview the residents about life in the past and/or entertain the seniors with singing.
- Students read a biography on a famous person and then have a Biography Fair. Students prepare an oral presentation and create a poster to display. They dress up as the person they researched. Other students and parents are invited to visit.
- Students plan, organize, and perform at a school assembly.
- As part of the Grade 4 "Waste and our World" unit, students organize a school yard clean up.
- Share a biography about an interesting athlete, scientist, author, musician, or artist, preferably of German descent. Working in cooperative learning groups, students complete a follow-up activity (e.g., make a poster, create a display table, prepare an illustrated timeline, or a collage using words and phrases highlighting that person's talents and contributions). Students invite other classes to visit and view their work.
- Lead students in a discussion about the roles and responsibilities students in Grade 4 might have in their home, school, and community. Record student contributions on the white/black board. Students create a web entitled "*Meine Pflichten*" showing 5 to 10 responsibilities they have at home, at school, and in the community.
- The class collects food items to contribute to the Food Bank.

Contributing to Community*Students will be able to:***7.3.3** demonstrate desire to assist others and contribute to classroom and school activities (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- show respect for his/her school community?
- demonstrate responsibility in the classroom community?
- cooperate during group work?
- demonstrate understanding of the roles and responsibilities of self and group members?

 Checklists/Anecdotal Records

Create a checklist based on the Focus for Assessment criteria. Date each observation and note its context. This data can be used for conferencing with students.

 Self-Assessments

Students complete self-assessment forms to self-report on personal contributions to group tasks. Students use checklists, diaries, or learning logs.

 Quick Checks

Use a Quick Check to determine how students feel about the way they worked on a cooperative activity. Students show a “thumbs up” if their group worked well. They show a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick Checks may be used when time does not permit using an extended checklist.

 Work Samples

Assess students’ posters, looking for evidence that the information is:

- accurate and complete
- displayed in a logical way to enhance meaning
- written in understandable German

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 independent and multicultural global society.

Responsible Citizenship

Students will be able to:

- 7.4.1** respect the feelings, rights, and property of others, and accept responsibility for their own actions

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students work in pairs and act out a situation where someone is respecting or not respecting the feelings and rights of others. For example:
 - taking someone's belongings
 - showing the importance of classroom jobs (e.g., What happens when students do not do their jobs?)
 - bullying another student
- Students discuss the responsibility of behaviour during lunch time and create a plan for the classroom.
- Students help create the classroom procedures and prepare posters as reminders.
- Students develop a poetic list of humorous consequences to misbehaviours.
Wenn ich _____ dann _____ mich.

Responsible Citizenship*Students will be able to:*

- 7.4.1** respect the feelings, rights, and property of others, and accept responsibility for their own actions (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate respect for the feelings, rights, and property of others?
- accept responsibility for his/her actions?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Observe students as they engage in activities that demand decision making and choices.

 Self-Assessments

Students complete self-assessments that indicate their ability to make decisions and their willingness to accept responsibility for their actions and behaviours.

 Work Samples

Assess students' posters, looking for evidence that the information is:

- accurate and complete
- displayed in a logical way to enhance meaning
- written in understandable German
- is providing evidence of student reflection on the feelings, rights, and property of others

 Conferences

Conference with students to reinforce positive behaviour and to provide feedback on students' abilities to make informed decisions. Check for discrepancies between students' self-assessments and the behaviours that are actually observed.

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 independent and multicultural global society.

Interdependence

Students will be able to:

- 7.4.2** recognize that people must depend on others to meet their needs; recognize the effects of their actions on others

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create a science poster by dividing up the jobs. For example:
 - one student draws the titles
 - one student draws the illustrations
 - two students write up the information
- Students draw a flow chart to show the interdependence among people buying milk in a city.
- Students write up a decision-making organizer to show the consequences of allowing motorboats on a lake.
- Cooperative Learning: Within a group, each group member has his/her own responsibility. For example:
 - Student 1 – Vorleser
 - Student 2 – Schreiber
 - Student 3 – Vorsteller
 - Student 4 – Zeitwächter
- Students make a T-chart listing how they help others and how others help them.

Interdependence*Students will be able to:*

- 7.4.2** recognize that people must depend on others to meet their needs; recognize the effects of their actions on others (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify the advantage of working cooperatively and collaboratively with others?
- recognize that people must depend on others to meet their needs?
- recognize the effects of his/her actions on others?
- participate in self-reflection and debriefing?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Use the checklist during small group work to observe behaviours.

 Quick Checks

Use a Quick Check to determine how students feel about the way they worked together on a cooperative activity. Students show a “thumbs up” if their group worked well. They show a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick Checks may be used when time does not permit using an extended checklist.

 Self-Assessments/Group Assessments

Students complete self-assessments and group assessments at various stages of group work. Criteria for the self-assessments should be based on the guidelines set at the beginning of the year for collaborative group work. These self-assessments may be placed in the students’ portfolios.

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 independent and multicultural global society.

Intercultural Skills

Students will be able to:

7.4.3 engage in activities that reflect other perspectives or ways of doing things

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn to say “hello,” “goodbye,” “please,” and “thank you” in other languages.
- Students learn to eat with chopsticks.
- Students visit the Ukrainian Cultural Heritage Centre or the Japanese Cultural Centre.
- Students watch a video about Bon Homme and Quebec’s Winter Carnival.
- Following a discussion in a health class to promote tolerance and understanding of others and to contribute to making the school a positive place for everyone, students create posters with positive messages on cooperation, cross-cultural understanding, and friendship. Provide language support for this activity by having students brainstorm appropriate and effective slogans, words, and phrases. Record these in German and post them in the classroom for student reference. Students share their posters with their classmates, and then post them around the school for visitors and other German bilingual students to view.
- Students develop pen-pal relationships with bilingual students from another language program. Monitor the correspondence and suggest dialogue on topics such as how special events are celebrated, what leisure activities they engage in, what cultural traditions are observed, what foods they eat, etc. Students share this information with their classmates. (See www.auslandschulwesen.de.)
- For Read-In Week, students prepare a book display that shows different ways of opening books and reading texts (e.g., Japanese, Arabic, and other examples are used). Students can plan to write letters to schools, libraries, or institutions that might lend such items for a display.

Intercultural Skills*Students will be able to:***7.4.3** engage in activities that reflect other perspectives or ways of doing things
*(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- engage in activities that reflect other ways of doing things?
- engage in activities that reflect other perspectives?
- demonstrate tolerance for differing viewpoints and perspectives?

 Checklists

Observe students in a variety of contexts over time to determine whether they recognize and accept differences in the abilities and characteristics of others. Review data using a checklist based on the Focus for Assessment criteria to note students' behaviours over time.

 Anecdotal Records

Observe and make anecdotal notes to record students' behaviours during a variety of activities that involve working with others to assess their acceptance of differences in the characteristics and abilities of others.

 Work Samples: Posters

Assess students' posters for evidence that students:

- use key words and phrases in German that describe his/her feelings about respecting and accepting others
- convey accurate information by combining appropriate pictures, illustrations, words, and phrases
- use correct mechanics and grammatical structures
- use correct spelling

 Work Samples: Pen-Pal Letters

Look for the following evidence when editing/assessing the students' letters to their pen pals:

- information is appropriate, relevant, and clear
- students share information about family, school, or community
- students ask appropriate, relevant questions about the pen pal
- spelling and mechanics are accurate
- students use a variety of vocabulary and structures reviewed in class

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 independent and multicultural global society.

Future Opportunities

Students will be able to:

7.4.4 identify personal strengths and areas for development; establish personal goals and action plans

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students write a plan for using German in the community. For example:
 - visit Oma and read a story I wrote in German
 - teach some basic vocabulary to my neighbour.
- Students poll their parents about opportunities for someone who is bilingual. The next day, in class, students create a chart showing the possibilities. Each student then writes about the opportunities that interest them and why.
- After the first reporting period, students choose an area of German language arts and write a goal and a plan for the next reporting period (e.g., “I will improve my mark on Diktats by practising my Diktat every Monday and Wednesday after school.”).
- Students list ideas of how/where they can use their German language skills in the present and future. For example:
 - travelling
 - meeting other German bilingual students
 - meeting visitors from Germany
 - working as a travel agent, translator, tour guide, etc.
 - opening a restaurant in Germany
 - joining a German choir, drama troupe, or organization
- Students brainstorm a list of personal goals a Grade 4 student might have. Record the students’ ideas in German on poster paper. In small groups, students work together to sort the list of goals into long-term and short term goals. Choose one goal from the list and model how to use a goal-setting sheet to set a goal and action plan. Students choose one short-term and one long-term goal and use the goal-setting sheet to write up each of these goals.
- Invite students to reflect on personal strengths by completing a simple inventory that addresses a number of different areas such as home, school, sports, friendships, etc. In small groups, students share one or two things they feel they are good at.
- Students write a list in German or select from a checklist what they perceive to be their strengths and weaknesses, academically, socially, practically. Write back and provide feedback.

Future Opportunities*Students will be able to:***7.4.4** identify personal strengths and areas for development; establish personal goals and action plans (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify personal strengths?
- identify personal areas for improvement and/or change?
- set personal goals?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date and note the context of all observations.

 Self-Assessments

Students reflect on their progress toward meeting their personal goals using simple sentence starters or forms.

 Conferences

Meet with students to discuss their progress towards the goals they set for themselves at the beginning of the year. Provide feedback, suggestions, and encouragement.

 Response Journals/Reflection Logs

Using the goal-setting sheet developed in class, students write a short sentence or two reflecting on their progress toward achieving their goal.

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

Express Ideas

Students will be able to:

- 1.1.1** use personal experiences as a basis for exploring and expressing opinions and understanding

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm ideas about a particular weather phenomenon, drawing on personal experience, study of the weather, and previous experiences with texts. They read a poem relating to this phenomenon, and relate the ideas in the poem to their brainstorming.
- Students stand outside on a windy day and, through their senses, focus on experiencing the effects of the wind. They select some observations and write about or represent them.
- In small groups, students role-play restaurant scenarios, applying their personal experiences and knowledge of restaurant etiquette (e.g., acceptable behaviour, table manners, noise level, attire, and tone of voice). Using a Fish Bowl strategy, the class discusses the role-play.
- When participating in a class discussion, students talk about the times when they made new friends and the importance of having and keeping friends.
- Select quotations from a short story, novel, or video, and have students list character traits that the characters' words portray.
- Students, working with a partner, complete a Prediction Chart on what the characters and plot may be like by only looking at pictures. Once their chart is completed, they read the story.

| | <i>Hauptfigur</i> | <i>Handlung</i> |
|-------------------------|-------------------|-----------------|
| <i>Was ich erwarte</i> | | |
| <i>Was passiert ist</i> | | |

Extend Understanding*Students will be able to:*

- 1.1.1** ask basic questions to clarify information and develop new understanding
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use personal experiences as a basis for exploration of ideas and texts?
- use personal experiences as a basis for making predictions about individuals and situations in texts and in his/her own life?
- express opinions based on personal experiences?
- articulate understandings based on personal experiences?
- demonstrate active listening skills and strategies?
- demonstrate willingness to integrate others' ideas with personal opinions?

Checklists for Group Process

When students are engaged in activities in which they exchange or share information or experiences, base observations on student discussion behaviour on criteria that are familiar to the students, such as:

- *beteiligt sich aktiv*
- *gibt Beispiele aus persönlicher Erfahrung*
- *stellt Fragen, um die Erfahrungen anderer zu hören*
- *lässt andere an die Reihe kommen*
- *spricht fehlerfrei*
- *spricht ohne viel zu zögern*
- *hält das Gespräch in Gang*
- *ist bereit, sprachlich Neues zu probieren*

Conferences

Conference with the student to provide specific feedback. Encourage the student to think of ways that they can access these experiences in their creative expressions.

Response Journals/Reflection Logs

After a class discussion such as on the importance of friends, students write a journal response.

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

Consider Others' Ideas

Students will be able to:

1.1.2 seek others' viewpoints to build on personal responses and understanding

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When preparing a KWL (WML) chart on a topic, students discuss sources they can turn to and people they can interview to find out what they still need to learn.
- Students work in small groups or pairs to discuss their impressions and preferences after a class outing. After the discussion, one representative from each group summarizes the group's three most important ideas to the whole class.
- Students conduct a book talk after reading in a Think-Pair-Share format.
 - Step 1: The teacher discusses the topic.
 - Step 2: Students listen to a lecture or view a video, a presentation, or a discussion.
 - Step 3: Students record their ideas individually (a list, a map, etc.).
 - Step 4: Students team with a partner to discuss their ideas.
 - Step 5: Students share their ideas with the rest of the class.
- Students conduct an interview(s) on a particular topic.
- After preparing a series of graphic organizers to explore a given topic, students conduct a debate about it.
- Students listen to or read about a current news item and, in small groups, discuss their viewpoints. During the discussion, students may use discussion vocabulary charts posted in the classroom as a reference or support.
- As a class, students prepare a survey to find out about favourite weekend activities. Students survey their classmates or students from another German class in the school by asking the question *„Was machst du gern am Wochenende?“* Students may use computer software to graph the results of their survey.

Consider Others' Ideas*Students will be able to:*

- 1.1.2** seek others' viewpoints to build on personal responses and understanding
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- seek out others' viewpoints from a variety of sources, including oral, literary, and media texts, other students, and people in the community?
- demonstrate willingness to listen to and consider others' viewpoints?
- demonstrate increasing flexibility and ability to see other points of view?
- make connections and comparisons between personal responses and the responses of others?
- choose selectively from others' responses and ideas to construct personal responses and understanding?
- integrate past knowledge and experience with new viewpoints?
- demonstrate metacognitive awareness of the development of their own viewpoints over time?
- check other's views for accuracy?

 Checklists

Use criteria familiar to the student. Date observations and note progress over time in the quality of German language responses and willingness to take risks with using German in the classroom. A sample could include the following:

| <i>Schülername</i> | <i>hört anderen zu</i> | <i>stellt Fragen</i> | <i>spricht freiwillig Deutsch</i> | <i>bleibt am Thema</i> |
|--------------------|--------------------------------|--------------------------|---|----------------------------|
| | | | | |
| | | | | |

SAMPLE **RESOURCES**

German newspapers

German TV news clips

Microsoft Excel/ClarisWorks

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

Consider Others' Ideas

Students will be able to:

- 1.1.2** seek others' viewpoints to build on personal responses and understanding
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students view/listen to a German news report and discuss possible viewpoints that those involved could have toward it.
- Read an article to students from a German newspaper. Students discuss possible viewpoints readers could express in letters to the editor.
- Invite students working in small groups to exchange ideas for fun things to do on a Saturday afternoon. Then have them prepare dialogues with a partner in which they plan activities together, exchange opinions, and give reasons for their choices.
- Students listen to or read about a current events news story in German that they are familiar with. They jot down three to five facts from the news story. Then they interview a classmate to find out how he/she understood the same story.

Ein Geschehen—Zwei Zuhörer**A. Wie verstehe ich das Geschehen?**

Was ist passiert?

Wann ist es passiert?

Wo ist es passiert?

Wer war dabei?

Was wissen wir über die Personen?

Warum ist es passiert?

B. Und wie verstehst du das?

Was ist passiert?

Wann ist es passiert?

Wo ist es passiert?

Wer war dabei?

Was wissen wir über die Personen?

Warum ist es passiert?

Consider Others' Ideas*Students will be able to:*

- 1.1.2** seek others' viewpoints to build on personal responses and understanding
(continued)

SAMPLE **ASSESSMENT** STRATEGIES **Conferences**

Conference with students in a variety of contexts. Ask students if they actively seek others' viewpoints to build on in developing their understanding and personal responses.

 Work Samples

Assess work samples such as graphic organizers and letters to the editor.

 Response Journals/Reflection Logs

Students record their ideas before a discussion about a news item and their views after the discussion.

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

Experiment with Language

Students will be able to:

1.1.3 explore and experiment with a variety of forms of expression for particular personal purposes

SAMPLE TEACHING AND LEARNING ACTIVITIES

- For a group research project on an explorer:
 - Student 1 writes a diary entry showing the personal hardships encountered by explorers.
 - Student 2 adds information on the explorer.
 - Student 3 adds the explorer’s route to the class map to show his route in relation to those of the other explorers.
- Students explore German vocabulary that is onomatopoeic (*zischen, zwitschern, plumps, matschen, platschen, tick-tack, knacken*).
- Students keep an ongoing list of thematic vocabulary associated with their study of early European explorers in their social studies class. Working with a partner, they prepare a word search or crossword puzzle using this new vocabulary.
- Students, working in small groups, prepare a Reader’s Theatre presentation to present information learned in another subject.
- Working with a partner, the students write a dialogue between two characters using new vocabulary learned in class.
- Students read a poem, the text of a song, or a letter in order to discuss/analyze the type of language used, the form of communication, the visual imagery evoked, the message that was intended, and the purpose of the message.
- Students experiment with root words and their diminutive and augmentive forms (e.g., *Katze, Kater, Kätzchen*).

Experiment with Language*Students will be able to:*

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize different forms of expression?
- use favourite forms effectively and appropriately to express thoughts and ideas?
- experiment with memorable language when using favourite forms for expressing thoughts and ideas?
- respond personally to a range of forms?

 Checklists

When students make presentations they have practised, such as a Reader's Theatre presentation, criteria may focus more on fluency and accuracy. Criteria may include the following:

- presentation is fluent
- pronunciation and intonation are appropriate and support communication
- message is comprehensible
- gestures and voices are appropriate and support communication
- students appear to enjoy experimenting with this form

 Anecdotal Records

Record the forms the student has attempted, problems encountered, and skills mastered.

 Response Journals/Reflection Logs

Students write about their work and how they feel they did (chart form or learning log).

 Conferences

In regular conferences, note whether students are experimenting with language and a variety of forms. Do students recognize and use favourite forms of self-expression? Have students identify forms they enjoy using.

 Work Samples

Students collect work samples that demonstrate their varying forms of self-expression.

General Outcome

1

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

1.1 Discover and Explore

GRADE

5

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 explore and experiment with a variety of forms of expression for particular personal purposes (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- During a field trip, use a digital camera to take pictures that students later use to prepare a photo essay. Working in small groups, students arrange the photographs and write captions to accompany each photo. They may also include a short, written summary of the field trip.

Experiment with Language*Students will be able to:*

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Self-Assessments

Students keep track of forms they produce over the years.

| Forms of Language I have tried to use | | |
|--|---|--|
| Written | Oral | Visual |
| <input type="radio"/> advertisement | <input type="radio"/> audiotape | <input type="radio"/> advertisement |
| <input type="radio"/> biography | <input type="radio"/> debate | <input type="radio"/> banner |
| <input type="radio"/> book report/ review | <input type="radio"/> discussion | <input type="radio"/> cartoon |
| <input type="radio"/> brochure | <input type="radio"/> dramatization | <input type="radio"/> collage |
| <input type="radio"/> crossword puzzle | <input type="radio"/> interview | <input type="radio"/> collection |
| <input type="radio"/> editorial | <input type="radio"/> newscast | <input type="radio"/> computer graphic |
| <input type="radio"/> essay | <input type="radio"/> oral presentation | <input type="radio"/> construction |
| <input type="radio"/> experiment record | <input type="radio"/> oral report | <input type="radio"/> data table |
| <input type="radio"/> game | <input type="radio"/> play | <input type="radio"/> design |
| <input type="radio"/> journal | <input type="radio"/> poetry reading | <input type="radio"/> diagram |
| <input type="radio"/> lab report | <input type="radio"/> rap | <input type="radio"/> display |
| <input type="radio"/> log | <input type="radio"/> skit | <input type="radio"/> diorama |
| <input type="radio"/> magazine article | <input type="radio"/> speech | <input type="radio"/> drawing |
| <input type="radio"/> memo | <input type="radio"/> song | <input type="radio"/> filmstrip |
| <input type="radio"/> newspaper article | <input type="radio"/> teach a lesson | <input type="radio"/> graph |
| <input type="radio"/> poem | | <input type="radio"/> map |
| <input type="radio"/> position paper | | <input type="radio"/> model |
| <input type="radio"/> proposal | | <input type="radio"/> painting |
| <input type="radio"/> questionnaire | | <input type="radio"/> photograph |
| <input type="radio"/> research report | | <input type="radio"/> poster |
| <input type="radio"/> script | | <input type="radio"/> scrapbook |
| <input type="radio"/> test | | <input type="radio"/> sculpture |
| | | <input type="radio"/> slideshow |
| | | <input type="radio"/> storyboard |
| | | <input type="radio"/> videotape |
| other forms | | |
| _____ | | |

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

Express Preferences

Students will be able to:

- 1.1.4** review a collection of favourite oral, literary, and media texts; share responses to preferred forms

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading a German story and then viewing a video of the same story, students make T-charts to list and discuss the advantages of watching a movie compared to reading a book or story of the same title.
- After reading a poem and viewing vocabulary to share responses, students explain which aspects of the poem they liked or disliked.
- A student enters a poem into the class database that shows favourite pieces of literature. Then the student searches the database for stories, and, after reading the descriptions, signs a book out to read at home.
- Students prepare a review chart of a movie/story to share with classmates.

Buchbericht/Filmbericht

1. Buchtitel _____.
2. Autor _____.
3. Etwas Lustiges/Interessantes _____.
4. Was ich gut fand _____.
5. Was mir nicht gefiel _____.
6. Wem könnte ich dieses Buch/diesen Film empfehlen? ____

- Students bookmark their favourite websites about a topic and then create a German poster that advertises the websites.
- Students produce a video commercial for a favourite book or story.

Express Preferences*Students will be able to:*

- 1.1.4** review a collection of favourite oral, literary, and media texts; share responses to preferred forms (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- review personal collections of oral, literary, and media texts, and identify preferred forms?
- give reasons for preferences?
- respond in appropriate ways to preferred forms of oral, literary, and media texts?
- share responses to preferred forms of oral, literary, and media texts with others willingly and confidently?
- share responses with others using a variety of strategies and in a variety of contexts?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Note the students' development with regard to their abilities to share responses to favourite forms of texts.

 Anecdotal Records

Record students' successes or problems with various text forms. Observe the range of forms that the students experience, respond to, and share with others. Focus on students' willingness and confidence in sharing and their skills in analyzing texts in order to develop their responses to preferred oral, literary, and media texts. Observations can be made on self-stick notes and transferred to the students' files.

General Outcome

1

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

1.1 Discover and Explore

GRADE

5

Specific Outcome

Express Preferences

Students will be able to:

1.1.4 review a collection of favourite oral, literary, and media texts; share responses to preferred forms (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students choose favourite German books from the library and create advertisements for them using illustrations, words, and short phrases that are posted on the bulletin board in the library. Students participate in a brainstorming activity to create vocabulary lists that they can use when creating the advertisements.

Express Preferences*Students will be able to:*

- 1.1.4** review a collection of favourite oral, literary, and media texts; share responses to preferred forms (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES
 Self-Assessments

Have students review and reflect on their personal literacy records and their peer conferencing records. Help students note and talk about how they shared a variety of texts. This could be a monthly review. A self-reflection sheet like the following could be used:

| |
|---|
| <p>Name: _____ Datum: _____</p> <ul style="list-style-type: none"> • Diesen Monat habe ich _____ Bücher, _____ Zeitschriften, und _____ Texte auf dem Computer gelesen. • Diesen Monat habe ich _____ Geschichten angehört. • Der Text, der mir am meisten gefallen hat war _____. • Diesen Monat habe ich meinen Freunden _____ verschiedene Texte empfohlen. <p>Ich habe meinen Freunden diese Texte empfohlen, weil _____.</p> |
|---|

 Conferences

Discuss students' monthly literary journal record and students' preferences for a particular form of text. View video recordings with students to assess their abilities to give reasons for selecting a text as a favourite and to share willingly and confidently.

 Portfolios

Students choose a favourite piece of text. Record responses for the choice. This is an ongoing assessment tool.

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

Set Goals

Students will be able to:

- 1.1.5** identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reviewing necessary vocabulary, students write a learning log to describe what they did during the week and what worked well for them, and set goals for the upcoming week.
- Students set goals for reading. For example:
 - *Ich werde jeden Tag ein Buch lesen.*
 - *Ich werde eine Leseliste führen, und alle Bücher, die ich lese auflisten.*
 - *Am Freitag werde ich ein Bild über mein Lieblingsbuch der Woche zeichnen.*
- Students review their reading records at regular intervals, and complete information slips to tell what they have accomplished and to set goals for the future.

| |
|--|
| Monat _____ |
| Name _____ |
| 1. Diesen Monat habe ich _____ Bücher gelesen. |
| 2. Diesen Monat habe ich _____ Bücher meinen Klassenkameraden empfohlen. |
| 3. Nächsten Monat werde ich _____ Bücher lesen. |
| 4. Mein Lieblingsbuch diesen Monat war _____, weil . |
| Lehrerkommentare: |

- Students go through their German writing portfolios, select the piece of writing they think is their best work, and tell why.
- Students prepare an autobiography of their personal accomplishments, as well as areas in which they would like to improve.
- Students prepare a short, two- to three-minute talk on their skills and accomplishments, complete with medals, badges, awards, or certificates for display.
- Students draw their own personal coat-of-arms, which illustrates their personal skills/accomplishments. These will be displayed and presented to the class.
- Using vocabulary charts describing the qualities of good learners, readers, and writers, students create and display posters or bookmarks that describe successful readers, writers, and learners

Set Goals

Students will be able to:

- 1.1.5** identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify appropriate goals to enhance language learning?
- identify appropriate goals to enhance language use?
- plan how she or he will reach the goals?
- use appropriate terminology when setting goals and discussing language learning and use?
- use criteria to assess personal language learning and use?
- demonstrate willingness to monitor personal language learning and use?

 Self-Assessments

Students are asked to complete a self-assessment form on which they identify their developing skills and strategies in language learning and usage, and set goals for areas that need work in German.

 Conferences

Students conference with the teacher, other adults, and peers to help set realistic goals. Provide time on a regular basis for reflecting on language learning and goal setting. During the teacher-student conference, initiate a contract with the student that will focus on specific areas of enhancement.

 Work Samples

Collect work samples of self-reflections and responses that provide evidence of goal setting.

 Interviews

Conduct a language learner interview to determine how students view themselves as learners.

Students may be asked to:

- describe language learning strategies
- tell why and how the strategies helped them
- tell why they used the various strategies
- describe what they can do well
- describe areas they would like to improve on

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

Develop Understanding

Students will be able to:

1.2.1 reflect on prior knowledge and experiences to arrive at new understanding

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When beginning the study of a topic or as a review, students brainstorm what they know and record it in chart form.
- Select 15 to 20 words from a topic that students will be studying. Students identify words they think they understand and those they do not. Students work in pairs to collaborate on word meanings, using their prior knowledge of the topic and strategies they have learned.
- Using a key word from a topic being studied, assist students to develop a mind map that represents their knowledge on that topic.
- Students discuss various injuries they have had while playing a game or sport, leading to an understanding of the importance of rules of conduct and safety equipment.
- Use a KWL (WML) chart after brainstorming a topic. Extend it to ask the student “What do you still want to know?”
- Students, working in small groups, complete a KWL (WML) chart prior to, during, and after the study of an assigned topic in class.

| W | M | L |
|-----------------------------|-------------------------------|------------------------------|
| <i>Was wir schon wissen</i> | <i>Was wir lernen möchten</i> | <i>Was wir gelernt haben</i> |
| | | |

- Before students reads, views, or listens to a text, they write on an admit slip what their expectations are for the text. At the end of this work, students fill in the bottom half as an exit slip, summarizing the connections they made between prior knowledge and experience. At the end of class, students turn in the slip to leave the room.

Develop Understanding*Students will be able to:*

- 1.2.1** reflect on prior knowledge and experiences to arrive at new understanding
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use reflection skills and strategies to access prior knowledge and experiences?
- make connections between prior knowledge and experiences, and new understandings?
- access prior knowledge and experiences without prompting)?

 Checklists

Use a checklist based on the Focus for Assessment criteria. Date and record the context for all observations.

 Response Journals/Reflection Logs

Review the logs for depth of response and reflection skills.

 Conferences

Conference with students to determine whether they are using prior knowledge and experiences to construct meaning in a variety of new contexts.

 Work Samples

Collect work samples such as KWL (WML) charts, webs, and exit slips as evidence of students' abilities to access and connect prior knowledge and experiences to construct meaning in different contexts.

SAMPLE RESOURCES

German books, video clips of sports misconduct or injuries, and appropriate safety equipment

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

Explore Opinions

Students will be able to:

1.2.2 explain personal viewpoints

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading an article and discussing current events, students explain their personal viewpoints on the topic through a cartoon, a collage, a sketch, and a drama.
- Students will make up questions relating to the current events and explore other viewpoints.
- Students complete a self-reflection sheet after reading a book/story.
- Students look at German art and express an opinion supported by an explanation or rationale.
- Invite students to explore various examples of German contemporary and folk music. In class, students learn to describe music in terms of genre, artist, and musical qualities. In groups of three, students discuss and record in German their musical preferences, giving reasons for their choices. Groups then report this information to the whole class to create a class chart or graph of musical preferences.
- After reading a text, students present an oral or written character sketch.
- After reading a text, students make and present a picture collage and explain their thoughts to the class.
- Students prepare debates on school issues (e.g., should the school day be longer; should Middle Years students have an extra recess).
- Students, working in small groups, share their impressions of recent classroom activities and/or field trips by preparing a survey and administering it to their classmates. Students tally the results of the survey and report their findings in a short summary.

Explain Opinions*Students will be able to:***1.2.2** explain personal viewpoints (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- clearly express personal viewpoints and opinions?
- explain or support personal viewpoints and opinions in a variety of different ways?
- express views on new concepts
- represent understanding in a variety of ways?

 Checklists

Develop checklists following the Focus for Assessment criteria. Focus observations on the students' skills in using their personal perceptions and ideas to inform their understanding of new concepts. Note their progress over time in expressing their views on new concepts, in supporting their opinions, and in their willingness to change their perceptions and ideas in light of new evidence.

 Conferences

Conference with students to have them explain new concepts and why these concepts are important to them. Use this opportunity to have students explain their personal viewpoints and opinions on a topic.

 Work Samples

Collect samples of character sketches and picture collages as evidence of students' abilities.

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

Combine Ideas

Students will be able to:

- 1.2.3** experiment with arranging ideas and information in a variety of ways to clarify understanding

SAMPLE TEACHING AND LEARNING ACTIVITIES

- For a report entitled “*Wie lernt man am Besten in der Schule?*,” students gather and jot down ideas by surveying other students, thinking back to other grades and teachers, reading about pioneer schools, interviewing parents and grandparents about their school experiences, and going on a field trip to a historical schoolroom site.
- Different groups of students work with the same piece of oral, literary, or media text, but organize it using various frames or graphic organizers. They share their work and discuss which organizer best helped to clarify understanding (e.g., Venn diagram, charts, lists, webs, cycles, flow charts, trees, etc.).
- Students create a timeline to show major events in Canadian history (e.g., 1497–1867).
- Following a study of farming in Canada, students complete a chart on which they record each province/territory and the type of farming practised there.

| Landwirtschaft in Kanada | Vieh | Tabak | Obst | Getreide |
|--------------------------|------|-------|------|----------|
| British Columbia | + | – | + | – |
| Manitoba | + | – | – | + |
| Saskatchewan | + | | | + |

- Students take a topic studied in their class and prepare a presentation for a younger grade. Students must discuss how different their presentation will look, considering it is a younger audience.

Combine Ideas*Students will be able to:*

- 1.2.3** experiment with arranging ideas and information in a variety of ways to clarify understanding (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of ways to organize ideas and information?
- select different forms to organize ideas and information?
- reorganize ideas and information presented in a selected form?
- select organizational forms related to content, purpose, and audience?
- organize ideas and information in ways that clarify and shape understanding?

 Checklists

Create a checklist using the Focus for Assessment criteria. Observe students in a variety of contexts, and then date and record the context for all observations.

 Response Journals/Reflection Logs

Students reflect on what helps them organize ideas and information, and then record these self-reflections in logs or journals. They may draw their favourite organizational frames, and explain how these frames help them organize ideas for writing or speaking.

 Conferences

Have students describe their preferred ways to organize ideas and information. Students show ways to organize in order to clarify understanding. Encourage students to identify challenges they face and target areas to improve.

 Portfolios

Students select work samples that demonstrate different ways they practised arranging ideas and information. Students may include reasons for each work sample.

 Work Samples

Collect samples of student work, such as story maps, Venn Diagrams, charts, timelines, etc., as evidence of students' abilities to use a variety of methods of organizing information.

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

Extend Understanding

Students will be able to:

1.2.4 ask questions to clarify information and develop new understanding

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to a classmate talk about an experience (e.g., seeing a bear in a campground), students want to learn more about what to do if they were to encounter a bear. They brainstorm ways to learn more about this topic. They decide to look up bears in an electronic encyclopedia, ask a relative who camps frequently, and look in their school library.
- Model types of questions that can be asked about specific texts.
- During an oral presentation or discussion, guide students to ask clarifying open-ended questions with prompts such as:
 - *Meinst du damit, ...*
 - *Hast du gesagt ...*
 - *Mit anderen Worten...*
 - *Sag mir mehr ...*
- Students decide on a vacation destination by looking through vacation brochures, asking questions of a travel agent, and interviewing others about the places where they have vacationed. They follow up by drawing and labelling a travel poster of their vacation destination.
- After studying about an early European explorer (e.g., Jacques Cartier, Henry Hudson), students, working in small groups, prepare open-ended interview questions and responses. They practise the questions and responses in the form of a television interview that they present in class. These interviews may also be recorded and then shared with classmates.
- Together with the teacher, students generate interview questions on topics or themes being studied in class. The questions are then used for interviewing other students, teachers, family members, or other German-speaking people in the community. Students tape record their interviews for presentation in class

Extend Understanding*Students will be able to:*

- 1.2.4** ask questions to clarify information and develop new understanding
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- ask open-ended questions to clarify information?
- ask open-ended questions to develop new understanding?
- demonstrate willingness to ask extending questions?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date and record the context for all observations.

 Self-Assessments

Students complete a self-assessment of how confident and competent they feel generating and asking questions in order to gather information.

 Conferences

Conference with students to encourage them to identify their strengths in appraising ideas and questioning skills. Look for evidence that:

- interactions are taking place in German
- students are asking appropriate, relevant questions
- strategies are being used to negotiate meaning and sustain interactions (e.g., repeating, rephrasing)
- students are using the structures and vocabulary they have practised
- students use appropriate intonation or emphases

SAMPLE RESOURCES

German vacation brochures (travel agents/Internet)

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

Prior Knowledge

Students will be able to:

- 2.1.1** make and record connections between personal experiences, prior knowledge, and a variety of texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- As students begin to study the history of Canada, they brainstorm and jot down categories of information previously learned about the history of Manitoba, and discuss how this information will be helpful to them.
- A student writes a short story about an individual who is new to a school. The student reads the story and, afterwards, tells how he or she drew from personal experiences of moving to and living in a new neighbourhood when describing the feelings that the character in the story had when walking into the new classroom for the first time.
- When searching for information in a non-fiction book or atlas, students use the table of contents, index, section headings, and subheadings.
- Before reading a story/novel, students complete a Prediction Chart by looking at the title, skimming through the pages, and looking at pictures and illustrations.

| | |
|---|--|
| <i>Vorschau: Worum wird es hier gehen?</i> | |
| <i>Umschau: Warum bin ich dieser Meinung?</i> | |
| <i>Rückschau: Worum ging es eigentlich?</i> | |

- Students look at the title and illustrations of a text, and then quickly write or sketch predictions and connections. After reading, students return to the Quick Writes or Quick Sketches to verify how accurate they were.

Prior Knowledge*Students will be able to:*

- 2.1.1** make and record connections between personal experiences, prior knowledge, and a variety of texts (*continued*)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- demonstrate willingness to contribute prior knowledge to the topic?
- make connections with a text (characters, plot, setting)?
- describe connections to other oral, literary, and media texts?
- effectively express the connections so they make sense to others?
- understand others' connections?
- build on his/her connections to comprehend and respond to oral, literary, and media texts?

 Checklists

Develop a checklist based on the Focus for Assessment criteria to assess students' skills in making connections among prior knowledge, personal experiences, and variety of texts. Note progress over time.

 Anecdotal Records

Keep a record of students' skills and strategies in contributing prior knowledge to classroom discussions.

 Response Journals/Reflection Logs

Review student logs to determine whether they articulate and build upon prior experiences or knowledge.

 Conferences

Conference with students to determine whether they can describe and build upon connections among personal experiences, prior knowledge, and a variety of texts?

 Work Samples

Collect samples of students' work to observe links between prior knowledge and personal experiences and text (e.g., Prediction Charts, log entries, title pages, etc.).

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

Comprehension Strategies

Students will be able to:

2.1.2 use a variety of comprehension strategies to confirm understanding and self-correct

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When finding information on a topic (e.g., wetland animals), students locate and skim sections of texts relating to the topic to determine whether the information may be useful. Then, they read relevant sections more closely.
- Students complete the last column of a KWL (WML) chart on a topic taught in German. They discuss what they have learned about the topic and how previous ideas have changed as a result of their study.
- Students focus on key words for comprehension. Explain what comprehension strategies students can use.
- Students are given a choice of books to read. They group themselves according to the book they chose and break into a number of literature circles. Guide the students in discussing and interpreting the book in the groups.
- Students, working in small groups, use story maps to record key story elements as they read a story (e.g., characters, plot, setting, problem, and solution). Story maps can be used to help students make and confirm predictions.
- While listening to a story or viewing a video, students are asked to sketch their thoughts about the story. Students are invited to discuss their sketches with a partner and may add or delete ideas from their sketches after their sharing session.
- While listening to a text, students sketch their thoughts in their response journal/reflection log. Students discuss their sketches and relate their pictures to the text. Students are encouraged to add or delete ideas.

Comprehension Strategies*Students will be able to:*

- 2.1.2** use a variety of comprehension strategies to confirm understanding and self-correct (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use a consistent approach to constructing meaning from oral, literary, and media texts (activating prior knowledge and setting a purpose)?
- demonstrate skills and strategies for prediction?
- use self-monitoring behaviours?
- demonstrate skills and strategies for inferring?
- demonstrate skills and strategies for questioning?
- demonstrate skills for drawing conclusions?
- demonstrate skills and strategies for comprehension in oral, literary, and media texts?
- demonstrate skills and strategies for comprehension of appropriate grade level materials?

 Checklists

Focus on different students each day until all have been observed.

| Comprehension Checklist | |
|--|------------|
| Name _____ | Date _____ |
| Text _____ | |
| The student uses the following comprehension strategies: | |
| <input type="checkbox"/> makes viable predictions <input type="checkbox"/> sets a purpose for reading, viewing, or listening <input type="checkbox"/> asks appropriate questions <input type="checkbox"/> infers meaning <input type="checkbox"/> confirms predictions <input type="checkbox"/> rejects incorrect predictions <input type="checkbox"/> makes logical conclusions <input type="checkbox"/> self-monitors understanding <input type="checkbox"/> self-corrects using fix-up strategies | |

SAMPLE RESOURCES

German children's magazine such as *Treff*.

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.

2.1 Use Strategies and Cues

GRADE

5

Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 use a variety of comprehension strategies to confirm understanding and self-correct (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Comprehension Strategies*Students will be able to:*

- 2.1.2** use a variety of comprehension strategies to confirm understanding and self-correct (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES **Anecdotal Records**

Record students' miscues as they read orally. Analyze miscues to note how effectively the student uses the cueing system. Record students' oral reading behaviours as they read text.

 Self-Assessments

Use checklists and rating scales to reflect on the student's use of comprehension strategies.

 Response Journals/Reflection Logs

Record self-reflections in journals or logs. Students list the comprehension strategies they used for literature circles, story maps, and other activities.

 Conferences

Conference with students to discuss their repertoire of comprehension strategies. Alternatively, students read part of a selection and tell what they are thinking and what they are doing to make meaning of the selection. The student should be able to:

- summarize or paraphrase the main components of narrative text and an informational text
- explain, describe, or tell about a particular part and recite, illustrate, or identify many of the details

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

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When researching the lifestyles of a specific Aboriginal group in textbooks and encyclopedias, students look for maps that show where the Aboriginal group lived, charts that provide information on aspects of their daily lives, and illustrations that show villages, homes, and dress.
- Students use headings to locate specific information on topics in a children's German encyclopedia.
- Students use the numbers and letters in the margins of a map to locate particular streets.
- In a dialogue journal, one student writes about chewing gum in schools. Another student reads the entry in the log and adds a personal opinion.

Journal entry

*Kaugummi im
Klassenzimmer
ist nicht schlecht.
Es soll nicht
verboten sein.*

Journal entry

*Das stimmt, aber
Kaugummi unter
dem Pult kleben soll
verboten sein.*

- Students use information in the margins of textbooks, picture captions, questions, chapter introductions, summaries, and special features to assist in understanding a topic.
- Students watch a video and later have a discussion of cues (e.g., lighting, music) and how they create mood and feeling.

Textual Cues*Students will be able to:***2.1.3** use textual cues to construct and confirm meaning (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use textual cues to construct meaning in oral, literary, and media texts?
- use textual cues to confirm meaning in oral, literary and media texts?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Note students' abilities to construct and confirm meaning from text.

 Conferences

Conference with students as they preview a text to assess whether they can locate the table of contents and glossary.

 Paper and Pencil Tests

The student is given a passage to read and asked to identify the main idea and supporting details.

SAMPLE RESOURCES

German Encarta CD-ROM Encyclopedia.

Simpson, J. *Indianer—From the Series Alles was ich wissen will*. Ravensburger Buchverlag. 2002. ISBN 3-476-35946-7.

Mennen, P. and Krantmann, M. *Indianer—From the Series Erstes Wissen*. Ravensburger Buchverlag. 2000. ISBN 3-473-35845-2.

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

Cueing Systems

Students will be able to:

2.1.4 use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When reading a sentence with an unknown word, students read past the unfamiliar word and then figure it out by breaking it into parts. Students reread the sentence to realize the meaning from the context.
- Students identify different strategies to use when they come across a word they do not know. For example:
 - *Ich lese weiter bis zum Ende des Satzes. Dann überlege ich, was das Wort bedeuten könnte..*
 - *Ich überlege ob ich ein Teil des Wortes verstehe.*
 - *Ich lese jede Silbe einzeln. Dann lese ich das Wort wieder.*
- Students use the initial sound of a word to locate its spelling in a dictionary (e.g., the initial sound of the word “Tarnung” is represented by the letter “t”).
- When writing a story, students use knowledge of a prefix to locate the spelling of a word in a dictionary.
- Students identify the meaning of dictionary entries and note that more than a definition of a word is given in a dictionary.
- Personal Dictionaries: Students make personal dictionaries to reinforce word recognition and meaning.
- As students read a text, they write down unfamiliar words and note the page number. They look up the words in the dictionary and write the meaning that fits the context of the story. Students take turns saying their word(s). Record them on the board. The class tries to give the correct meaning. If no one can define a student’s word, that student becomes the New Word Champ. The student then displays the word and its definition.
- Construct a Cloze passage by deleting selected words and replacing them with a space. Encourage students to use their knowledge of word order, sentence patterns, and meanings of words within sentences to predict the missing words.

Cueing Systems

Syntactic Cues: Word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.

Semantic Cues: Meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections among words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.

Graphophonic Cues: Refer to sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.

Cueing Systems*Students will be able to:*

- 2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate an understanding of cueing systems and their appropriate applications to construct and confirm meaning in oral, literary, and media text?
- use syntactic cues (such as word order, grammar, punctuation) to construct and confirm meaning in oral, literary, and media text?
- use semantic cues (such as sound-letter, sound-symbol relationships, roots, prefixes, and suffixes) to construct and confirm meaning in oral, literary, and media text?
- use cueing systems flexibly?
- apply skills and strategies for dictionary use to determine word meanings in context?
- demonstrate fluency in oral and silent reading of grade-level text?

 Checklists

Develop a checklist using the Observation data. Date all observations and note the context of the observations.

 Anecdotal Records

Observe students engaged in authentic reading tasks. They may actively participate in dramatic readings, oral presentations, conferences, interviews, and Think-Alouds. Based on the Focus for Assessment criteria, make brief notes on self-stick notes and, later, put them in the student's file.

 Response Journals/Reflection Logs

Students need to be aware of the strategies they use to construct and confirm meaning.

 Clozes

Students construct their own reading assessments using classroom reading materials. The paper-and-pencil test procedures assess the students' comprehension skills before and after listening, reading, or viewing a text.

SAMPLE RESOURCES

German-English dictionaries

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

Experience Various Texts

Students will be able to:

2.2.1 experience texts from a variety of genres and cultural traditions; share responses

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Each week, a group of students dramatizes a current news story in class. As students guess the main events of the news story, a brief news summary is written about the story. Students write the news summary into their notebooks.
- Students use a graphic organizer, such as a Venn diagram, to compare the setting, characters, and events of two versions of the same story.
- Students listen to an elder presenting a folk tale or a myth and respond by creating a diorama of the scene.
- During a discussion about weather phenomena, a student describes the setting and plot of a book or video about being caught in a dangerous weather situation.
- After reading a folk tale, students create a cartoon strip to retell the story.
- Students make a web, story map, or sketch to represent the meaning of a novel or video. In a group discussion, they share what they learned about the text, what it meant to them, and favourite parts or characters.
- Students present a dramatic reading of a poetry selection that communicates the mood, mental images, and rhythm of the poem.
- Students examine the lyrics of a contemporary song in German. They are asked to find familiar words in order to predict the song's content or theme. Students, in groups, could create movement sequences to accompany the song, mime the meaning as the song plays, or lip-sync along with the song.
- Using the Internet, students read biographies of interesting people who are featured in German newspapers online.
- Based on the list of authentic forms in the curriculum framework, the teacher selects a range of text types.

Experience Various Texts*Students will be able to:*

- 2.2.1** experience texts from a variety of genres and cultural traditions; share responses
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate willingness to explore text?
- demonstrate willingness to explore texts from a variety of forms, genres, and cultural traditions?
- demonstrate experiences with different types of texts (oral, literary, media)?
- explain preferences for particular types of texts?
- recognize some basic characteristics of various types of texts?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Note students' willingness to explore a variety of texts and share responses. Date all observations and note the context of observations.

 Reading Logs/Reading Graphs

Students may use a log or graph to track personal reading. The use of such tools encourages them to explore a variety of texts by listing the variety of forms and genres. Provide a graphic template on the computer.

 Response Journals/Reflection Logs

Give students a series of questions about their text choice, which they respond to.

 Conferences

Conference with students and discuss preferences for particular types of text. Encourage students to explore text from less familiar cultural traditions, forms, and genres. With students, develop interview questions about their reading, viewing, and listening experiences.

 Video Recordings

Record students talking about, reading, or dramatizing their favourite part of a text. These recordings provide a tool for sharing texts in the classroom. Students may share their video recordings with their parents.

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

Connect Self, Text, and Culture

Students will be able to:

- 2.2.2** identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students complete a Venn diagram or comparison chart after listening to, reading, or viewing a text in order to compare characters.
- Students can compare themselves with a character.
- Students interview elders, leaders, artists, or performers, and use the information to make connections to themselves.
- Students research the challenges and situations of other people and prepare a dramatic presentation to showcase information gathered.
- The class studies an author as well as material related to the author's life.
- Ask students to read a selection silently. Pose questions that enable them to compare the challenges and situations that people experienced in other times and other cultures.

Connect Self, Text, and Culture*Students will be able to:*

- 2.2.2** identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use strategies and tools for comparing and contrasting?
- demonstrate familiarity with various cultures, historical backgrounds, and traditional studies?
- use self-reflections to make connections with text?
- compare present-day challenges and situations with those experienced by characters in other times and texts?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date and record the context of all observations.

 Self-Reflections

Assess students' self-reflections on the challenges and situations encountered by others. The student responds to questions, such as

- *Welche Probleme hat die Person im Text?*
- *Welche Probleme habe ich?*
- *Wie sind die Probleme äähnlich?*
- *Wie sind sie anders?*

 Response Journals/Reflection Logs

Students compare a character from a story or video with themselves. Provide sentence starters and vocabulary charts to provide language support for the activity.

 Conferences

Conference with students using work samples to determine whether they are able to identify similarities and differences between personal experiences and the experiences of others.

 Work Samples

Assess work samples including written work, artwork, performances, and demonstrations.

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

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify descriptive and figurative language in oral, literary, and media texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When reading, students discuss words that can be used to replace overused words when they are writing (e.g., the word “gehen” can be replaced by the words *laufen*, *spazieren*, *rennen*, *stolpern*, *krabbeln*, *schleichen*). These words can be posted in the classroom.
- When reading, students choose an example of figurative language they found interesting and explain their reasons for choosing it.
- Students make a collage of visual images evoked by reading a particular text.
- After reading a variety of poems and compiling a list of descriptive words found in these texts, students write a simple poem.
- After a discussion of German idiomatic expressions, students highlight idioms in texts they study in class. They begin a log of figurative and descriptive language that they add to on a regular basis.
- Students write concrete poems using descriptive and figurative language from theme studies.
- Make a descriptive word wall according to themes covered in class. Every week, students add words to the wall. Students refer to these words during oral and writing activities.
- Create a Language Ladder of common questions.
 - “Lass das doch!” flüsterte sie.
 - “Lass das doch!” murmelte sie.
 - “Lass das doch!” zischte sie.
 - “Lass das doch!” bat sie.
 - “Lass das doch!” brummte sie.
 - “Lass das doch!” sagte sie.
 - “Lass das doch!” rief sie.
 - “Lass das doch!” schrie sie
 - “Lass das doch!” brüllte sie.

Appreciate the Artistry of Texts*Students will be able to:*

- 2.2.3** identify descriptive and figurative language in oral, literary, and media texts
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify descriptive and figurative language in oral, literary, and media texts?
- demonstrate appreciation of the power of descriptive and figurative language?
- indicate personal responses to descriptive and figurative language in oral, literary, and media text?

 Rubrics

Invite student input in creating checklists and rubrics based on the Focus for Assessment criteria.

 Conferences

Assess students' skills in identifying and using figurative language. Provide them with individual mini-lessons based on observation and discussion of their work.

 Work Samples

Examine completed collages, poetry, and other work samples to determine to what extent students are identifying and using descriptive and figurative language.

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

Forms and Genres

Students will be able to:

2.3.1 understand and use a variety of oral, literary, and media forms and texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students compare illustrations in a print text or video with pictures created in their own minds while listening to an audiotape of a story.
- Students read or view several examples of fables, and decide whether a new text fits or does not fit the characteristics of a fable. (A fable is a brief tale that tells a message or teaches a lesson, usually includes animal characters with human traits, usually has a simple plot, and is based on one event.)
- Students read their reports as if they were television reporters.
- After writing poems about their favourite food, students take turns reading them aloud, using the musical styles of country, rap, rock, and opera. These presentations can be recorded to be shared with parents at student conferences.

List of Sample Written, Oral, and Multimedia Texts: Division II

| | | | | |
|-------------------|-----------------------|-------------------|------------------|--------------|
| Advertisements | Diagrams | Invitations | Novels | Songs |
| Adventure Stories | Dictionaries | Journals | Plays | Travelogues |
| Autobiographies | Drawings | Letters | Poetry | Tickets |
| Biographies | Encyclopaedia Entries | Maps | Presentations | Times Tables |
| Brochures | Folk Tales | Menus | Puppet Plays | Schedules |
| Catalogues | Forms | Messages | Questionnaires | Websites |
| Charts | Graphs | Movies | Readers' Theatre | |
| Cartoons | Guest Speakers | Murals | Recipes | |
| Comic Strips | Historical Fiction | Mysteries | Rhyme | |
| Compositions | Illustrations | Myths | Reports | |
| Computer Software | Information Texts | Narrative Stories | Role-play | |
| Dance | Instructions | Narratives | Short Films | |
| Debates | Interviews | News Reports | Signs, Notices | |

Forms and Genres*Students will be able to:*

- 2.3.1** understand and use a variety of oral, literary, and media forms and texts
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- understand that forms and genres have specific structures ?
- understand the characteristics of forms and genres studied in class?
- apply his/her knowledge and skills about forms and genres in writing, speaking, and representing activities related to oral, literary, and media texts?

 Checklists

Prepare a checklist using a Forms and Genres list. Record the forms and genres the student understands as the year progresses.

 Conferences

Discuss the various forms and genres studied in class. Develop rubrics that contain descriptors that identify specific elements used in assessing work samples.

 Portfolios

With students, discuss work samples to determine their understanding of the various forms and genres studied in class. Examine students' work samples for evidence of their ability to incorporate the distinguishing features of the forms and genres they have studied.

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

Forms and Genres

Students will be able to:

- 2.3.1** understand and use a variety of oral, literary, and media forms and texts
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A student chooses a favourite fairy tale character and creates a puppet to tell the story to a Grade 1 reading buddy. The student says, “This is the big bad wolf that tries to eat the three little pigs, but instead gets tricked by each of them.”
- Students compare the language register needed for specific situations—formal (speech), informal (at the kitchen table), informative (directions on a box).
- Students choose one familiar text. They break into groups. One group tells a portion of the text, the other dramatizes, one illustrates, and one tells it in his or her own words.
- Students write an autobiography.
- Students write personal or business letters to German people or organizations (e.g., pen pals, German TV programs, radio programs, newspapers).
- Students prepare invitations to guest speakers, parents, or other classes. The invitations can be computer generated.
- Students bookmark their favourite websites on a particular topic and then create a poster that advertises the websites.
- After reviewing vocabulary associated with the seasons, students write a Haiku poem following the prescribed rhythmic pattern.
- Provide students with examples of a variety of forms and genres. Students sort them into categories according to which form or genre they belong.

GRADE

5

Specific
Outcome

Forms and Genres

Students will be able to:

2.3.1 understand and use a variety of oral, literary, and media forms and texts
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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

Techniques and Elements

Students will be able to:

2.3.2 identify key elements, including plot, setting, and characterization, and techniques, such as colour, music, and speed, in oral, literary, and media texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Before reading the ending of a story, students compose their own resolution of the story's main problem and then read on to compare the book's resolution with their own.
- Students talk about techniques used in television commercials (e.g., sound effects, *Musik, Lautstärke, Ton, Tempo, Humor, Kostüme, Requisiten, Wortwahl, Schnitt, Bewegung, Regie (Zusammenstellung)*).
- Students use a computer software program to create a picture for the setting of a book that they are reading, using all the colour choices in the software program to create a better picture.
- Students look at a storybook and discuss the illustrations that are used to create effects.
- Students look at illustrations in picture books and discuss their features in terms of detail, colour, medium, and perspective.
- Ask the students:
*Besondere Wörter haben besondere Wirkungen.
Welche Wörter, die der Autor ausgesucht hat, helfen dir ...*
 - *etwas zu hören?*
 - *etwas zu sehen?*
 - *etwas zu riechen/schmecken/fühlen?*
- Students write a character study and present it to the class.
- Through explicit instruction, students are provided with guidelines for focusing on significant text elements (plot, character, setting) and techniques.

Techniques and Elements*Students will be able to:*

- 2.3.2** identify key elements, including plot, setting, and characterization, and techniques, such as colour, music, and speed, in oral, literary, and media texts
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify elements—including plot, setting, and characterization—in oral, literary, and media texts?
- identify techniques such as colour, speed, and music in oral, literary, and media texts?
- relate elements and techniques to effects created by authors/writers/filmmakers/artists/storytellers?

Checklists

Develop checklists to record students' identification of specific elements and techniques studied in oral, literary, and media texts.

Work Samples

Develop rubrics and checklists to assess how students' work demonstrates the understanding of story elements and techniques.

Portfolios

Students select work samples that demonstrate their understanding of key elements and techniques.

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

2.3 Understand
Forms and
Techniques

Vocabulary

Students will be able to:

2.3.3 expand knowledge of words and word relationships, using a variety of sources

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm words to web specific aspects of a topic of study (e.g., characteristics of mammals, birds, fish).
- The class brainstorms for alternative words for overused words found in student writing:

| | | |
|---------|-------------|-------------|
| – sagen | murmeln | rufen |
| | flüstern | krächzen |
| | schreien | quaken |
| – gehen | bummeln | marschieren |
| | galoppieren | hüpfen |
| | schleichen | springen |
- Students use a German dictionary and/or thesaurus to develop vocabulary.
- Provide explicit instruction on how to use a dictionary and thesaurus.
- Students make crossword puzzles and word searches for new vocabulary and definitions.
- Key vocabulary words are recorded on cards and sorted by students into specific categories.
- Students explore root words and how new words can be created in German.
- Students explore puns, idiomatic expressions, and proverbs in German.
- Students alphabetically divide their notebooks into sections and record new and interesting words, creating their own personal dictionary.
- Students develop word games complete with directions and rules. In peer groups, the games are tested and feedback collected.

Vocabulary*Students will be able to:*

- 2.3.3** expand knowledge of words and word relationships, using a variety of sources
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify how and why word structures change?
- understand that changes in word structures result in changes in meaning?
- use accurate word meaning according to context?

 Anecdotal Records

Record observations to document students' developing skills in understanding and use of new vocabulary and word structures.

 Self-Assessments

Students are asked to review their own understanding of word structures. They should be prepared to explain word choices in their writing.

 Peer Assessments

Students assess whether word games are playable, whether the directions are clear, whether they are fun to play, and whether they helped them build their vocabulary.

 Work Samples

Review work samples to assess students' understanding of word structure.

 Portfolios

Students select work samples that demonstrate their knowledge of, and enjoyment for, learning new words.

 Paper and Pencil Cloze Texts

Students are provided with a text that is missing words. Students are encouraged to discuss how the sentence structure and meaning clues help to determine a word in context. They complete the Cloze passage with appropriate words.

SAMPLE RESOURCES

Eclipse Crossword (online), Puzzlemaker

Puzzle Maker (online)

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

2.3 Understand Forms and Techniques

Experiment with Language

Students will be able to:

2.3.4 recognize how words and word combinations such as word-play, repetition, and rhyme, influence or convey meaning; identify ways in which exaggeration is used to convey humour

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When reading poems about the weather, students identify techniques the author used to create images and impressions.
- Students read and examine rebus books. They then write their own rebus story.
- Students read some “*Till Eulenspiegel*” stories and examine the use of word play and exaggeration, and how these contribute to the humour of the stories.
- Give students a structure for poetry (e.g., limerick, haiku, etc.). Students experiment with that structure by writing a poem.
- Students, working with a partner, try to solve riddles provided by the teacher. Students write their own riddles which they then challenge their classmates to solve.

Experiment with Language*Students will be able to:*

- 2.3.4** recognize how words and word combinations such as word-play, repetition, and rhyme, influence or convey meaning; identify ways in which exaggeration is used to convey humour (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify figures of speech, including personification, in text being listened to, viewed, or read?
- experiment with word play, repetition and rhyme to create effects?
- create effects through word and sentence choices in oral and written text?
- identify ways in which figures of speech convey meaning in oral, literary, and media texts?

 Checklists

Design checklists to assess how students use words to convey meaning or humour.

 Rubrics

With student input, create a rubric to assess student progress in identifying figures of speech and experimenting with words and sentence patterns to create effects. The Focus for Assessment criteria can be used to help design the rubric.

 Portfolios

Students choose work samples that demonstrate how they have used language to convey meaning.

SAMPLE RESOURCES

“Till Eulenspiegel”

Rebus books such as *Mein erster Schultag* by Susanne Krauß and Manfred Mai. Ravensburger Verlag, 2000. ISBN 3-473-3776-5

Books of German fables

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

Create Original Texts

Students will be able to:

2.3.5 create original texts to communicate and demonstrate understanding of forms and techniques

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students choose a favourite cartoon character and write a description of what the character looks like, the character's actions, the character's personalities, and what the character says.
- Students create greeting cards, thank-you letters, and invitations to guest speakers.
- Students draft directions for making a healthy snack. They add clarity to their directions by asking a partner questions, such as:
 - *Haben wir zu viele Anweisungen?*
 - *Haben wir zu wenig?*
 - *Sind die Anweisungen deutlich?*
 - *Sind die Anweisungen in der richtigen Reihenfolge?*
 - *Haben wir alle Zutaten aufgelistet?*
- When writing a group report on Canada's link with the United States, students create a cover that relates to the content of the report, prepare an introduction and conclusion, and have chapters with headings, subheadings, and illustrations on particular topics within the report. This could also be done using *PowerPoint*.
- Students look through the writing in their journal or portfolio that focuses on events in their own lives. They expand one of those entries into a short story, play, or diorama.

Create Original Texts*Students will be able to:***2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand and use a variety of forms to create original text?
- understand and use a variety of techniques to create original text?
- follow a process to create original text?

 Rubrics

Create rubrics that reflect the Focus for Assessment criteria and the criteria that is set for assigned tasks.

 Self-Reflections

Students can keep records of their choices of text through checklists, and assess the final product.

 Portfolios

Portfolios, with samples of student work, provide valuable assessment information as well as opportunities for student self-reflection and self-assessment. Students choose samples of their best work to include in their portfolios. They should be prepared to explain why they choose certain work samples.

SAMPLE RESOURCES

Cartoons published in daily papers

Sample rubric for *PowerPoint* projects

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

Use Personal Knowledge

Students will be able to:

- 3.1.1** summarize personal knowledge of a topic in categories to determine information needs

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create a grocery list to match a menu for supper, for a day or for a week. Include prices from newspaper flyers to create a budget.
- Students work in small groups to choose a topic of common interest. They brainstorm everything they know about a topic. They record their ideas and facts on cards and group them into categories. They identify the information that needs to be researched.
- Students use graphic organizers, a web, or map to organize personal knowledge of a subject.
- Card Sort: Students work individually, in small groups, or as a whole class to brainstorm key words and phrases. Then the words are recorded on cards and categorized into major categories.
- After having studied a research topic such as Canada's First Nations, students categorize information on a T-chart.

| Kultur | Gegend |
|--------|--------|
| | |

- Present students with a partially finished graphic organizer that the students complete.

Use Personal Knowledge*Students will be able to:*

- 3.1.1** summarize personal knowledge of a topic in categories to determine information needs *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- reflect on personal knowledge of a topic?
- summarize personal knowledge of a topic?
- categorize information and ideas?
- use personal knowledge to identify areas for inquiry or research?
- determine information needs for inquiry or research?

 Checklists

Checklists may focus on summarization or categorization skills. Date observations and note progress over time.

 Conferences

Conference with students to determine their skills in summarizing and categorizing information. Help students identify gaps in information, misconceptions, or areas of uncertainty.

 Anecdotal Records

Focus on students' reflections on accessing personal knowledge and categorizing information needs.

 Portfolios

Students select samples such as the KWL (WML) planner and other graphic organizers to show development of their personal knowledge and understanding of a topic. Samples should be dated and included with the final product.

 Work Samples

Analyze work samples, such as card sorts, T-charts, and graphic organizers, according to established criteria.

SAMPLE RESOURCES

German grocery flyers

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

Ask Questions

Students will be able to:

3.1.2 formulate general and specific questions to identify information needs

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm appropriate questions for a topic.
- Students practise asking questions by playing a game of *20 Questions* (classmates attempt to identify a hidden object or word by asking a maximum of 20 questions that can only be answered with “yes” or “no”).
- Model questioning during read-aloud and discussion time. This is then practised by students on another story.
- Students learn modelled questions and practise them (e.g., *Was ist ...? Nenne ...! Wer ist ...? Glaubst du ...? Stimmt es, dass ...? Rate mal, warum ...! Sag uns, warum ...! Warum glaubst du, dass ...?*).
- Students learn to formulate questions that match specific needs (e.g., the difference between questions at the supper table versus questions at the dentist’s office).
- Students dramatize situations where there is a need to ask questions (e.g., being lost, visiting a new city, making a purchase, ordering food in a restaurant, meeting an acquaintance, visiting a relative, keeping an appointment at a medical office).
- Invite students to generate a list of questions to ask a guest speaker prior to the speaker’s arrival.

Ask Questions

Students will be able to:

- 3.1.2** formulate general and specific questions to identify information needs
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- ask questions relevant to the topic?
- ask specific (narrow) questions?
- ask questions to identify information needs and provide direction for the inquiry or research?

 Checklists

Include one or two items on formulating questions and identifying information needs on a larger checklist. Date observations.

 Response Journals/Reflection Logs

Students are given regular time for recording important points in the inquiry process. Students are encouraged to formulate the general and specific questions concerning anything that they are thinking about.

 Conferences

Review and discuss with students the questions in their logs and journals.

 Work Samples

Analyze work samples to provide information on the general and specific questions a student is asking.

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

Ask Questions

Students will be able to:

3.1.2 formulate general and specific questions to identify information needs
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Introduce the class to a sequence of questions following Bloom's taxonomy.
 - Knowledge—*Wissen*
(Wann wurde die Festung Lower Fort Garry errichtet?)
 - Comprehension—*Verstehen*
(Was ist die Hauptidee in diesem Absatz über die Festung?)
 - Application—*Anwendung*
(Wir bauen ein Modell von der Festung, wie machen wir das damit es realistisch aussieht?)
 - Analysis—*Analyse*
(Warum wurden die Festungen an Flüssen gebaut? War das in Europa am Anfang auch so?)
 - Synthesis—*Synthese*
(Wie war der Alltag eines Pelzhändlers? Schreibe einen Aufsatz aus seiner Sicht.)
 - Evaluation—*Bewertung*
(Liste Kriterien für einen guten Aufsatz, für ein naturgetreues Modell, für richtige Antworten, usw.)

Then, as students prepare their own research questions, they group them according to Bloom's question types.

GRADE

5

Specific
Outcome

Ask Questions

Students will be able to:

3.1.2 formulate general and specific questions to identify information needs
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

General Outcome

3

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

3.1 Plan and Focus

GRADE

5

Specific Outcome

Participate in Group Inquiry

Students will be able to:

3.1.3 share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students set up a classroom aquarium and maintain an observation log that visiting primary classes can read and understand.
- Students post questions on an “*Ich frage mich*” chart on a selected topic. These are periodically reviewed, categorized, and discussed.
- Students choose an interest (e.g., sports, medicine, agriculture) and formulate relevant questions for an expert in that field. If possible, students interview the expert using their questions and report their new information to the class.
- Using the cooperative learning strategy, students ask each other questions about their topic.
- In groups, students prepare a KWL (WML) organizer to assemble their collective knowledge prior to beginning an inquiry.

Participate in Group Inquiry*Students will be able to:*

- 3.1.3** share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate skills for group participation?
- demonstrate willingness to share personal knowledge of a selected topic?
- help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research?

 Checklists

Prepare a checklist of observations recorded during group discussions in a range of activities.

 Conferences

Conference with students by reviewing entries in their learning logs and reflecting on their participation in group inquiry.

 Self-Assessments

Students assess their contributions and participation in group inquiry and reflect on their group interactions following an activity.

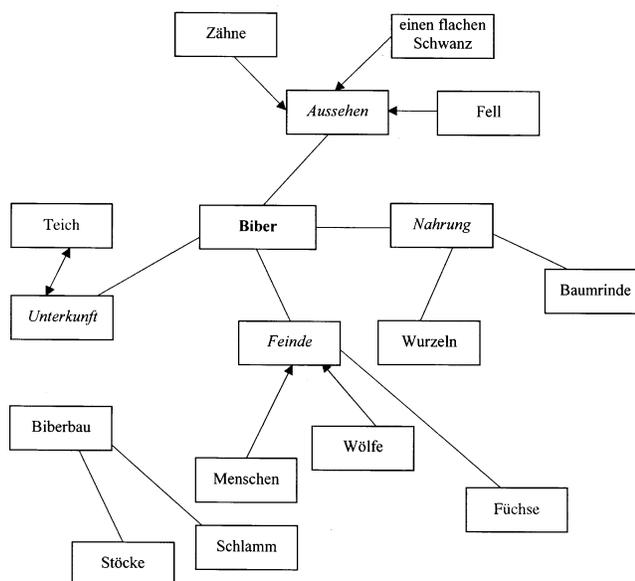
| Über Gruppenarbeit nachdenken | |
|--------------------------------------|--|
| <i>Name:</i> _____ | |
| <i>Datum :</i> _____ | |
| <i>Untersuchungsthema:</i> _____ | |
| <i>Gruppenmitglieder:</i> _____ | |
| 1. | <i>Was war mein bester Beitrag zur Gruppendiskussion?</i> <i>Vorschlag:</i> _____ <i>Idee:</i> _____ <i>Frage:</i> _____ <i>Tätigkeit:</i> _____ |
| 2. | <i>Warum war das mein bester Beitrag?</i> |
| 3. | <i>Was ich von meiner Gruppe gelernt habe:</i> |
| 4. | <i>Ein Beitrag, der mir später eingefallen ist:</i> |
| 5. | <i>Was ich beim nächsten Mal besser machen kann:</i> |

Create and Follow a Plan

Students will be able to:

3.1.4 gather and record information and ideas using a plan**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- Students develop questions about their topic of study, using such strategies as a KWL (WML) chart, or a 6Ws– *Wer? Was? Wie? Wann? Wo? Warum?*. They list possible resources and locations to find answers to specific questions (e.g., encyclopedia, textbooks, magazines, videos, experts, friends and family, the Internet).
- Students learn to condense (paraphrase) information from a presentation made by the teacher or a guest to the classroom.
- Provide a variety of graphic organizers or frames for students to use to access and gather information.
- Students read, listen to, or view information and record the main ideas and supporting details in point form on narrow strips of paper.
- Use thinking maps (mind maps, semantic maps, and concept organizers) to assist in recalling prior knowledge.



Create and Follow a Plan*Students will be able to:***3.1.4** gather and record information and ideas using a plan *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use a plan that is provided or a teacher-student created plan to gather and record information for inquiry or research?
- identify factors critical to an effective plan for an inquiry (time available, purpose of inquiry, depth of investigation expected)?

 Checklists

Develop a checklist to assess students' skills in using a variety of strategies for gathering information, and selecting an appropriate strategy for recording information.

 Conferences

Conference with the students to discuss which strategies they have chosen to gather and record information.

 Work Samples

After students have had ample opportunity to practise using a variety of graphic organizers to gather and organize information and ideas, collect work samples to assess students' abilities.

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

3.3 Organize,
Record, and
Assess

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 record, select, and share personal knowledge of a topic of focus inquiry or research

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students record their personal knowledge of a topic by writing words and phrases on pieces of self-stick notes that can be sorted in a variety of ways.
- Students complete prompts to consolidate, question, or review what they have learned. These are shared with classmates (e.g., *Weißt du ...? Ich frage mich, warum ... Ich möchte mehr über ... lernen. Heute ...*).
- Students prepare and share personal knowledge of a special celebration.
- Students think about their personal knowledge of a topic, listen to peers, draw what they recall from the discussion, and then share the drawing with a partner.
- Students develop a thinking map or other graphic organizer using personal knowledge about a topic. They then select particular aspects of the topic upon which to focus further.

Identify Personal and Peer Knowledge*Students will be able to:*

- 3.2.1** record, select, and share personal knowledge of a topic to focus inquiry or research (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use a range of strategies for recording information?
- collaborate with others to generate information?
- demonstrate willingness to work with others in a collaborative inquiry or research project?

 Checklists

Develop a checklist from the Focus for Assessment criteria. Date and record the context of all observations.

 Conferences

Conference with students about work in progress to determine how they select, record, and share personal information.

 Response Journals/Reflection Logs

Respond to the students' dialogue journals or inquiry notebooks to help them clarify concepts and topics.

 Portfolios

Use work samples to determine whether there is progress in ability to identify and share personal knowledge on a topic.

 Work Samples

Work samples provide a range of recording methods that the students use.

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

3.3 Organize,
Record, and
Assess

Identify Sources

Students will be able to:

3.2.2 answer inquiry or research questions, using a variety of information sources

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When researching (e.g., a weather phenomenon such as tornadoes or hurricanes), students list possible sources to use to locate information and choose three to five of them.
Sachbücher ✓ Interviews
CDs Zeitschriften
Internet ✓ Dokumentarfilme ✓
- Students are given organizers in advance of a field trip or develop a class chart together (*Wohin gehen wir...? Warum gehen wir...? Was möchten wir sehen ...? Was ich interessant fand, war... Fragen, die ich noch habe...*).
- Invite a guest presenter or a storyteller from the German community to speak on a research topic.
- Develop with students a series of questions before interviewing someone on a topic. Students share their inquiry questions with the guest in advance.
- Invite students to record personal knowledge of a topic on a graphic organizer, and review the information to determine their information gaps. Students, with teacher guidance, are asked to fill these gaps by generating interview questions that they will ask their peers. Students work in pairs or small groups to interview peers.
- Students use research cards when gathering information on a topic under study. Invite students to brainstorm a list of inquiry questions. Each student writes one inquiry question on a research card. They record the source on the front of the card and the information they found to answer the question on the back. Students work in pairs to complete research cards and share their findings with other pairs in small groups.
- Students conduct Internet searches on German websites when researching a topic of interest. Searches should not be done on search engines such as Google. Use trusted sites only (e.g., Blindekuh).

Identify Sources

Students will be able to:

- 3.2.2** answer inquiry or research questions, using a variety of information sources
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- select primary sources?
- select secondary sources?
- select and use a variety of oral, print, and other media sources independently to answer inquiry or research questions?

 Checklists

Use the Focus for Assessment criteria to develop a checklist. Date each observation and note the context.

 Response Journals/Reflection Logs

Ask students to reflect in their learning logs or inquiry notebooks on the information sources they identified to answer research/inquiry questions.

 Work Samples

Review work samples that reflect a variety of the students' information sources to answer inquiry or research questions.

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

3.3 Organize,
Record, and
Assess

Evaluate Sources

Students will be able to:

3.2.3 review information to determine its usefulness to inquiry or research needs

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students follow pre-established questions to determine whether or not their information is needed.
- With students, establish criteria for determining the reliability of sources. Then, students analyze sources using forms such as the following:

Kriterien zur Bewertung von Informationsquellen

Wer hat den Text geschrieben? (Laien? Experten?)

Wo wurde er herausgegeben? (im Inland? im Ausland?)

Wer hat den Text herausgegeben? (eine Privatperson? ein Verlag? eine Firma?)

Enthält der Text Abbildungen?

Enthält der Text Schaubilder?

Enthält der Text eine Quellenangabe?

Enthält er Text Erklärungen?

Kann man den Inhalt gut überblicken?

Kann man den Inhalt gut verstehen?

- Students develop an Inquiry Chart with teacher guidance.

Evaluate Sources*Students will be able to:*

- 3.2.3** review information to determine its usefulness to inquiry or research needs
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use pre-established criteria established for evaluating sources?
- self-question to determine the appropriateness of sources?
- differentiate between suitable and unsuitable information?
- access a variety of sources of information?

 Checklists

Develop a checklist based on the Focus for Assessment criteria to assess students' skills in determining the usefulness of information sources for inquiry, using pre-established criteria. Date and note the context of observations. Refer to the checklist at various times throughout the year to note progress over time.

 Response Journals/Reflection Logs

Ask students to reflect in their learning logs or inquiry notebooks on the information sources used for research.

General Outcome

3

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

3.3 Organize,
Record, and
Assess

GRADE

5

Specific
Outcome

Access Information

Students will be able to:

3.2.4 use a variety of tools to access information and ideas; use visual and auditory cues to identify important information

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When studying research topics, students find relevant information by scanning chapter headings and indices in German reference books and by using German encyclopedia guide words.
- When listening to an oral presentation, students jot down ideas for follow-up questions.
- Students attend to auditory cues such as volume, repetition, emphasis, voice-overs, music, and background music in television commercials that signal important information.
- Students hunt for hidden treasures in books. Students use an established set of questions from the teacher to locate information in a book, dictionary, atlas, text, etc.
- Students gather information on a variety of Canadian explorers using a web to record important information.

Access Information*Students will be able to:*

- 3.2.4** use a variety of tools to access information and ideas; use visual and auditory cues to identify important information (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use textual cues such as chapter headings and guide words when accessing information from print sources?
- use auditory and visual cues to identify key ideas and information from a variety of sources?

 Checklists

Use the Focus for Assessment criteria to develop a checklist. Date each observation and note the context.

 Conferences

Discuss with students their ability to use a variety of tools and cues to access important information. Encourage students to reflect on and assess their strategies for extracting specific information. Pose questions such as:

- Did you find more or less information in German than you expected?
- What parts were easy for you?
- What kinds of problems did you have? How did you solve them?
- What did you learn about working in German that you want to remember?

General Outcome

3

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

3.3 Organize,
Record, and
Assess

GRADE

5

Specific
Outcome

Access Information

Students will be able to:

3.2.4 use a variety of tools to access information and ideas; use visual and auditory cues to identify important information (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Access Information*Students will be able to:*

- 3.2.4** use a variety of tools to access information and ideas; use visual and auditory cues to identify important information *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES
 Self-Assessments

Students complete a self-assessment questionnaire to determine their own skills at using visual cues to locate and gather information and ideas. Possible statements could be: “I use information from pictures.” or “I use headings and sub-headings to determine what the text is about.”

| Quellen finden und Informationen sammeln—Schülercheckliste | | | | |
|--|--------------|-----------|-------------------|------------------|
| <i>Ich kann...</i> | <i>Super</i> | <i>OK</i> | <i>Noch nicht</i> | <i>Kommentar</i> |
| <i>– die Computerkartei benutzen um Bücher zu finden.</i> | | | | |
| <i>– Bücher auf dem Regal finden.</i> | | | | |
| <i>– im Inhaltsverzeichnis mein Thema finden.</i> | | | | |
| <i>– im Register mein Thema finden.</i> | | | | |
| <i>– Informationen aus Schaubildern entnehmen.</i> | | | | |
| <i>– Informationen aus Landkarten entnehmen.</i> | | | | |
| <i>– Informationen aus Bildern entnehmen.</i> | | | | |
| <i>– mit Hilfe von Überschriften mein Thema finden.</i> | | | | |
| <i>– mit Hilfe von Signalwörtern im Text mein Thema finden.</i> | | | | |
| <i>– mit Hilfe von Suchmaschinen Informationen im Internet finden.</i> | | | | |

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

3.3 Organize,
Record, and
Assess

Make Sense of Information

Students will be able to:

3.2.5 recognize organizational patterns of oral, visual, and written text; skim, scan, and listen for key words and phrases

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students highlight key words and main ideas in their own notes for study and quick review.
- Students describe a picture using headings such as *Farben, Striche, Struktur, Form, Muster, Perspektive, usw.*
- Students are taught to develop a short email summary of the main ideas of a topic. They exchange emails with students in another school.
- Students summarize, in jot-note or paragraph form, topics they are studying in other subject areas. Key words and phrases in each area should be highlighted or underlined.
- Students practise identifying the meaning of an unknown word by looking at the context of the word.
- Students practise listening to and viewing conversations that may be beyond their level of understanding. Students listen for key words and phrases and observe body language to interpret meaning.
- Help students to locate information in dictionaries using the guide words at the top of the page.

Make Sense of Information*Students will be able to:*

- 3.2.5** recognize organizational patterns of oral, visual, and written text; skim, scan, and listen for key words and phrases (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize and use organizational patterns of text to construct meaning and prepare for composing (patterns for recognition and use should include main idea and supporting detail, explanation, compare-contrast, cause-effect, and sequence)?
- skim to find general strategies?
- scan to find specific details?
- identify key words and phrases during listening?

 Conferences

Conference with students to determine whether they are able to recognize the organizational patterns that authors use to structure texts.

 Work Samples

Review students' work to assess their ability to construct meaning and organize information and to determine whether they are using various organizational patterns taught in class.

General Outcome

3

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

3.3 Organize,
Record, and
Assess

GRADE

5

Specific
Outcome

Make Sense of Information

Students will be able to:

3.2.5 recognize organizational patterns of oral, visual, and written text; skim, scan, and listen for key words and phrases (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Make Sense of Information*Students will be able to:*

- 3.2.5** recognize organizational patterns of oral, visual, and written text; skim, scan, and listen for key words and phrases *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Response Journals/Reflection Logs

After viewing the video, students reflect on the process of predicting what might have occurred next as well as whether or not their prediction was correct. Students are then asked to write about their comprehension processes. These entries may be open-ended or structured according to framed sentences. Structured entries may include the following:

Wenn ich mir einen Film oder eine Werbung ansehe, dann

- *denke ich an gar nichts.*
- *stelle ich mir vor, ich bin die Hauptperson.*
- *frage ich mich, was passieren wird.*
- *warte ich einfach ab, was kommt.*

Dieses hilft mir, die Handlung zu verstehen:

- *die Musik*
- *die Gestik der Personen*
- *die Stimmen der Personen*
- *die Beleuchtung*
- *der Kamera einstellung*
- *die Untertitel*
- *meine Fantasie*

Am besten verstehe ich einen Film wenn...

- *ich ihn schon einmal gesehen habe.*
- *der Lehrer ihn anhält und erklärt.*
- *ich mich frage, was passiert ist.*

SAMPLE RESOURCES

Art Image series visuals

Discover Art series visuals

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

3.3 Organize, Record, and Assess

Organize Information

Students will be able to:

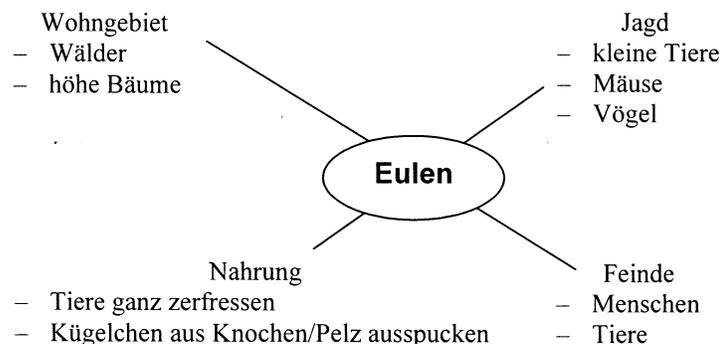
3.3.1 organize information and ideas into categories, using a variety of strategies

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students highlight key words and main ideas in their own notes for study and quick review.
- Students are all given the same information (e.g., a simple encyclopedia entry). Each pair of students is assigned a different way of displaying information, such as in *Tabellenform*, in *Igelform*, als *Flussdiagramm*, in *Kreisform*, auf *Kärtchen*, in *Begriffsreihen*, in *Stichpunkten mit Überbegriffen*, etc. so that they become familiar with many possible types of graphic organizers and note-taking strategies. When all the ways are displayed, the class discusses the pros and cons of different organizational methods for different purposes.
- Students create a chart to find and organize information on the physical regions of Canada.

| Wo ist das Gebiet? | Wie sieht das Gebiet aus? | Klima | Unterkunft | Bevölkerung | Industrie |
|--------------------|---------------------------|-------|------------|-------------|-----------|
| | | | | | |

- Students choose the categories of food, exercise, and shelter to make a chart on caring for a dog. Students develop questions to find relevant information (e.g., What size is the dog? How active is the dog? Does the dog live inside or outside?).
- Students organize information on a class timeline to show the exploration and settlement of early Canada.
- Students use a visual organizer, such as a web, chart, diagram, or illustrations, to present information on owls. For example:



Organize Information*Students will be able to:*

- 3.3.1** organize information and ideas into categories, using a variety of strategies
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use strategies for organizing information and ideas in unfamiliar materials into categories such as *Wer? Was? Wie? Wann? Wo? Warum?*
- use a range of strategies for organizing information and ideas such as webbing and using graphic organizers?

 Checklists

Develop a checklist based on the Focus for Assessment criteria.

 Anecdotal Records

Record observations and examples of how students organize ideas and information using a variety of strategies.

 Conferences

Conferences provide opportunities to discuss specific organizational techniques and strategies with students on an individual basis.

 Work Samples

Review completed charts, maps, and webs.

 Portfolios

Students select work samples that provide evidence of their use of graphic organizers to categorize and present ideas and information gathered to answer inquiry questions. Assist students in choosing appropriate graphic organizers. Work samples should be dated to show progress over time.

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

3.3 Organize,
Record, and
Assess

Record Information

Students will be able to:

3.3.2 record key words, phrases, and images by sub-topic; cite authors and titles of sources appropriately

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When reading for information, students jot down key words, important points, and interesting ideas in notes, lists, webs, and charts.
- Students cite sources used in a project or report, using a format like the following:

| | |
|---------|-------|
| Titel: | _____ |
| _____ | _____ |
| Autor: | _____ |
| _____ | _____ |
| Verlag: | _____ |
| _____ | _____ |
| Datum: | _____ |

- Students collect and record information on lifestyles in Germany under such headings as food, dress, holidays, sports, and recreation.
- Students are given an excerpt from a reference book that has no sub-topic headings. They are asked to identify the topics and decide where the publisher could place suitable headings.
- Students identify topics to be summarized. Students identify the main idea at the beginning, middle, and end of the text.

Record Information

Students will be able to:

3.3.2 record key words, phrases, and images by sub-topic; cite authors and titles of sources appropriately (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- record notes in own words?
- make effective notes from a variety of source materials?
- use a variety of recording and note-making methods?
- cite authors and titles alphabetically and provide publication dates of sources in a bibliography?

 Checklists

Develop checklists to assess students' skills and strategies in making notes and providing references.

 Work Samples

Review notes, maps, and other graphic organizers.

 Conferences

Conference with students to discuss how their note-taking methods suit their inquiry or research projects. Ask students why they chose a particular organizational method for their notes. Use the students' learning logs to discuss the match between the questions posed and the notes compiled to answer them.

General Outcome

3

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

3.3 Organize,
Record, and
Assess

GRADE

5

Specific
Outcome

Record Information

Students will be able to:

3.3.2 record key words, phrases, and images by sub-topic; cite authors and titles of sources appropriately (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Record Information*Students will be able to:*

- 3.3.2** record key words, phrases, and images by sub-topic; cite authors and titles of sources appropriately *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES
 Portfolios

Students select samples of their notes along with completed projects. They include a self-reflection sheet explaining why they chose a particular piece of work. Work samples should be dated to show progress over time. A sample self-reflection sheet may include the following.

| Notizen machen—Selbstbeurteilung | |
|---|--|
| Name: _____ Datum: _____ | |
| Projekttitel _____ | |
| 1. Wie ich Notizen gemacht habe: | |
| – in Stichpunkten, der Reihe nach | |
| – in Stichpunkten, mit Überbegriffen | |
| – in Tabellenform | |
| – in Igelform | |
| – gar nicht | |
| 2. Dann habe ich die Information so geordnet: | |
| – in Tabellenform | |
| – als Flussdiagramm | |
| – in Igelform | |
| – in Kreisform | |
| – auf Kärtchen | |
| – gar nicht. Ich habe mein Projekt geschrieben, ohne vorher die Informationen zu ordnen | |
| 3. Auf diese Leistung bin ich stolz: _____ | |
| 4. Das kann ich verbessern: _____ | |

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

3.3 Organize,
Record, and
Assess

Evaluate Information

Students will be able to:

3.3.3 recognize gaps in the information gathered and locate any additional information needed

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students follow models (e.g., graphic organizers or chart) to record information and to see where more information is needed.
- Students watch video clips of a German TV program to gather information. Then, they research the topic using other sources to see what information was missing in the video presentation.
- Repeat the above using German TV/newspaper coverage of an international event.
- During a peer or teacher conference on a draft copy of a report, students ask and answer questions, such as:
 - *Habe ich für jede Hauptidee genug Angaben, um sie klarzumachen?*
 - *Beziehen sich alle meine Ideen wirklich auf das Thema?*
 - *Sind meine Ideen in einer logischen Reihenfolge?*
 - *Brauche ich noch mehr Schaubilder, Tabellen, Landkarten usw.?*

Evaluate Information*Students will be able to:*

- 3.3.3** recognize gaps in the information gathered and locate any additional information needed (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- recognize gaps in the information compiled?
- demonstrate willingness to gather additional information?
- locate additional information needed for a particular form, audience, and purpose?
- demonstrate understanding of the relationship among content, form, purpose, and audience in an inquiry or research project?

 Checklists

Observe and assess students' skills in deciding whether gathered information is suitable and sufficient to answer inquiry questions. Data should be dated and the context of the observation recorded. Review the data to inform instruction.

 Conferences

Conference with students to discuss their work in progress. Ask questions about the suitability of the information collected and provide feedback and guidance.

 Peer Conferencing

Students bring inquiry notes to class and share them with a partner.

SAMPLE **RESOURCES**

TV/newspaper/Internet coverage of an international event

General Outcome

3

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

3.3 Organize, Record, and Assess

GRADE

5

Specific Outcome

Develop New Understanding

Students will be able to:

3.3.4 determine information needs during the inquiry or research process; discuss and assess inquiry or research experiences and skills

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use a class-developed set of criteria to evaluate their own research skills. For example:

Untersuchungen durchführen—Selbstbewertung

- | | |
|---|------------------|
| 1. <i>Ich habe mehr als eine Quelle benutzt.</i> | <i>Ja / Nein</i> |
| 2. <i>Ich habe Antworten auf alle meine Untersuchungsfragen gefunden.</i> | _____ |
| 3. <i>Ich habe alle Fragen in eigenen Worten beantwortet.</i> | _____ |
| 4. <i>Ich habe meine Ergebnisse auch graphisch dargestellt.</i> | _____ |
| 5. <i>Ich habe Titel, Autoren, usw. in meiner Quellenangabe vollständig aufgeschrieben.</i> | _____ |

Bei der nächsten Untersuchungsaufgabe werde ich:

Develop New Understanding*Students will be able to:*

- 3.3.4** determine information needs during the inquiry or research process; discuss and assess inquiry or research experiences and skills *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify and assess new knowledge gained through inquiry?
- form personal conclusions?
- generate new questions for future research or inquiry?

 Checklists

Develop a checklist based on the Focus for Assessment criteria.

 Student Self-Assessments

Students use a checklist of questions developed by the class to rate themselves.

- *Sind meine Hauptideen klar ausgedrückt?*
- *Habe ich Schaubilder gemacht, um Information deutlich zu zeigen?*
- *Habe ich Überschriften benutzt, um alles besser zu organisieren?*
- *Habe ich Angaben aus mehreren Quellen benutzt?*
- *Habe ich jemanden um Hilfe gebeten?*
- *Habe ich neue Fragen entdeckt?*

 Anecdotal Records

Use anecdotal records to determine students' information needs during the inquiry process and their skills at assessing inquiry experiences and skills. All observations are dated and the context recorded.

 Conferences

Conference with students using their self-assessments along with their work samples. Provide feedback on whether their self-reflections correspond with their daily work. Provide guidance and direction for future work.

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

3.3 Organize,
Record, and
Assess

Specific
Outcome

Develop New Understanding

Students will be able to:

3.3.4 determine information needs during the inquiry or research process; discuss and assess inquiry or research experiences and skills (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use a Research Checklist for self-assessment to determine information needs during the research process in order to assess their research experience and skills.

| Informationssuche—Schülercheckliste | |
|--|---|
| Name _____ | Datum _____ |
| Untersuchungsthema _____ | |
| Planung | |
| _____ | <i>Ich habe das Thema verstanden.</i> |
| _____ | <i>Ich habe Fragen zum Thema gestellt.</i> |
| _____ | <i>Ich habe einen Plan entwickelt.</i> |
| Angaben sammeln | |
| _____ | <i>Ich habe Informationsquellen aufgeschrieben.</i> |
| _____ | <i>Ich habe Informationen gefunden.</i> |
| _____ | <i>Ich habe die besten Quellen gewählt.</i> |
| Notizen machen | |
| _____ | <i>Ich habe Informationen kurz notiert.</i> |
| _____ | <i>Ich habe die Angaben in eigenen Worten formuliert.</i> |
| _____ | <i>Ich habe die Angaben kategorisiert.</i> |
| _____ | <i>Ich habe nur die besten Angaben behalten.</i> |
| _____ | <i>Wo Angaben gefehlt haben, habe ich weitergesucht.</i> |
| Über meine Arbeit nachdenken | |
| _____ | <i>Ich habe meinen Plan durchgeführt.</i> |
| _____ | <i>Ich habe meine Fragen beantwortet.</i> |
| <i>Ich habe diese neuen Fähigkeiten gelernt: _____</i> | |
| <i>Beim nächsten Mal werde ich: _____</i> | |

Develop New Understanding*Students will be able to:*

- 3.3.4** determine information needs during the inquiry or research process; discuss and assess inquiry or research experiences and skills *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES **Portfolios**

Students include completed research/inquiry projects along with their self-assessment checklists in their portfolios. Students reflect on the entire research process and make suggestions for future work.

| Self-Reflection on My Inquiry or Research | |
|--|------------------------|
| Name _____ | Date _____ |
| Inquiry/Research Title _____ | |
| 1. My best work was done for: | |
| _____ | Planning |
| _____ | Collecting Information |
| _____ | Recording Information |
| 2. It was my best because _____ | |
| 3. I still need to work on _____ | |

General Outcome

4

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

4.1 Generate and Focus

GRADE

5

Specific Outcome

Generate Ideas

Students will be able to:

4.1.1 focus a topic for oral, written, and visual texts, using a variety of strategies

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students list words or phrases that reflect what they know about a topic.
- Students tell the main points of a topic in the form of a telephone conversation or email.
- Students record main ideas, characters, settings, and main events using a story frame, map, or story planner.
- Students brainstorm a list of possible writing topics. The topics are recorded and posted in the classroom and/or kept in student journals.

Generate Ideas*Students will be able to:*

- 4.1.1** focus a topic for oral, written, and visual texts, using a variety of strategies
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- demonstrate fluency in generating ideas?
- note key words and phrases?
- visually represent ideas to focus topic?
- choose ideas and information relevant to the topic?
- group information appropriately?
- include sufficient information or data?
- use a story frame, map, or planner appropriately?
- use an informal text frame appropriately?
- use pictures or diagram frames to record important ideas and information?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date and note the context of all observations. Discuss and provide feedback regarding students' skills in generating ideas and focusing on a topic.

 Conferences

Conference with students, using the Focus for Assessment to develop questions for discussion.

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

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students keep a writing log where they record personal experiences, information, etc., on a regular basis.
- Students use an interview form that is developed in the classroom, to speak with an elder, parent, artist, etc.
- Students use a story planner that suits the topic as a pre-writing activity.
- Using computer software programs, students create concert programs for an upcoming school concert.
- Students examine a variety of cartoon or comic strips from German sources. Students might each select a familiar situation and create a five-to-eight frame cartoon, using several noted expressions.
- After students have listened to a German song or viewed a video, they create CD covers or video cases to promote it.
- In groups, students read a selection of German children's stories and then each select one of the following projects:
 - create a pattern book for young children
 - role-play a story
 - record a story
 - create an advertisement
- As part of a daily/weekly current events program, students, working in groups, dramatize a news story in class. As the group dramatizes, other students try to guess the 5Ws of the news story. As students guess, write out the information on the blackboard. Students record the information in their notebooks in the form of a news summary.
- Students, working in groups, plan and construct a mural to represent a narrative or informational text read in class. Planning for the mural involves deciding on the main idea, sequence of images (ideas), and supporting details.
- Students create a brochure to advertise a field trip recently completed.

Choose Forms*Students will be able to:***4.1.2** use a variety of forms for particular audiences and purposes (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use a variety of forms for compositions which are appropriate to audience and purpose?
- discuss various forms and their intended purposes?
- consider the audience’s needs?
- change oral, written, or media text into other forms (e.g., change a story into Reader’s Theatre, etc.)?

 Checklists

Develop criteria for various forms and observe students as they select those that best communicate their message for particular audiences. The focus for observation for a variety of forms is listed below:

- Narratives
Observe students’ abilities to select and use one of the story planners studied in class. The story frame chosen may be used to assess students’ writing of these forms.
- Reports
Does the student:
 - include an introduction?
 - present the main idea clearly and precisely?
 - relate supporting ideas to the main idea?
 - include details that explain the ideas?
 - include a conclusion?
- Reader’s Theatre
Does the student:
 - use appropriate voice intonation to portray character?
 - use appropriate voice volume?
 - limit movement to simple gestures?
- Murals
Does the student:
 - highlight main ideas visually?
 - sequence according to outlines or notes?
 - include specific details?

General Outcome

4

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

4.1 Generate and Focus

GRADE

5

Specific Outcome

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Choose Forms*Students will be able to:***4.1.2** use a variety of forms for particular audiences and purposes (*continued*)SAMPLE **ASSESSMENT** STRATEGIES **Rubrics**

With students, develop rubrics that describe different levels of performance related to the criteria for each assignment.

 Self-Assessments/Peer Assessments

When students work in groups to create CD covers or cartoons, ask each group to agree on three or four criteria they will use for self- and peer assessment. For example, students might focus on the following:

- *wie man mitmacht*
- *wie kreativ man ist*
- *wie vorsichtig man arbeitet*
- *wie bereit man ist, neue Ideen auszuprobieren*

They could keep these assessments in journals, portfolios, or learning logs.

 Portfolios

Students choose pieces they have composed in a variety of text forms for a variety of audiences. Students are encouraged to include sample planners with their final work.

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

Organize Ideas

Students will be able to:

- 4.1.3** develop and arrange ideas in own oral, written, and visual texts, using a variety of organizers

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Model the use of story planners before inviting students to create a new story.
- Students learn about graphic design and visual clues in photographs and pictures.
- Students recompose a prepared text in a diagram, table, graph, or map form.
- Students use echo-acting activities as models for writing their own echo-acting activities.
- Students write a paragraph about their dream vacation using a narrative paragraph frame to organize their ideas, such as the following:

Im Erzählungston schreiben

1. *Suche dir ein interessantes Thema aus.*
2. *Überlege dir, welche Erzählerperspektive du gebrauchen wirst (Als Teilnehmer gebrauchst du 'ich'; als Zuschauer gebrauchst du 'er' oder 'sie'.)*
3. *Liste die Geschehnisse der Reihe nach auf.*
4. *Überlege dir, ob alle Sätze so deutlich und alle Wörter so effektiv wie möglich sind.*
5. *Überlege, ob der Anfang interessant ist, damit der Leser zu Ende liest.*
6. *Versichere, dass der Leser am Ende weiß, dass es das Ende ist. Vielleicht machst du eine zusammenfassende Bemerkung oder erzählst, wie sich die Hauptpersonen fühlen.*

Schülercheckliste

1. *Zieht dich der Anfang in die Geschichte hinein?*
2. *Ist es deutlich, wer die Geschichte erzählt?*
3. *Gibt es eine logische Reihenfolge?*
4. *Ist die Geschichte klar und leicht zu verstehen?*
5. *Gibt es verschiedene Satzstrukturen im Text?*
6. *Kommt die Geschichte zu einem klaren Ende?*
7. *Bist du mit dem Ende zufrieden?*

Organize Ideas*Students will be able to:***4.1.3** develop and arrange ideas in own oral, written, and visual texts, using a variety of organizers (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify organizational patterns in listening, reading, and viewing experiences?
- use the patterns in listening, reading, and viewing experiences as models to create his/her own oral, written, and visual texts?

 Checklists or Rubrics

Develop a checklist or rubric that addresses students' abilities to use a variety of text organizers to develop and arrange ideas in their own oral, written, and visual texts.

 Reader Responses

Provide opportunities for students to respond in visual ways, using what they have learned about visual literacy. For example, they may respond to poetry using colour, shape, and line in their representation, but not words. They may respond using mime or dance.

 Self-Assessments

Students monitor their own learning using completed graphic organizers that have been modelled by the teacher to determine whether they have effectively developed and arranged ideas in their own creations.

 Conferences

Conference with students to assist, direct, and assess their use of graphic organizers to develop and plan personal creations.

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

Organize Ideas

Students will be able to:

4.1.3 develop and arrange ideas in own oral, written, and visual texts, using a variety of organizers *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When preparing non-fictional writing the students use graphic organizers such as slim jims, KWL (WML), web, Venn diagrams, charts, maps, etc. (See Appendix D.)
- Students use 6Ws (*wer, wie, wo, was, wann, warum?*) to organize ideas for creating a media text.
- After reading a selected story, groups of students prepare to visual representation of the story using text and illustrations (storyboard). Suggested steps for creating a storyboard are as follows:
 1. *Überlege dir die Hauptgeschehen.*
 2. *Schreibe zu jedem Hauptgeschehen einen Satz.*
 3. *Nummeriere sie der Reihe nach.*
 4. *Zeichne zu jedem Satz ein Bild.*
- When preparing a group presentation about a research topic, students decide which illustrations, charts, artifacts, and videos would best enhance their report and engage the interest of the audience.

GRADE

5

Specific
Outcome

Organize Ideas

Students will be able to:

4.1.3 develop and arrange ideas in own oral, written, and visual texts, using a variety of organizers *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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

Appraise Own and Other's Work

Students will be able to:

- 4.2.1** share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm criteria for evaluating children's magazines.

| Kriterien | Bewertungsskala | | | | | <i>Kommentare</i> |
|--------------------------------|------------------------|----------------------|---|---|---|-------------------|
| | <i>schwach</i> | <i>ausgezeichnet</i> | | | | |
| | 1 | 2 | 3 | 4 | 5 | _____ |
| – <i>Inhaltsverzeichnis</i> | | | | | | _____ |
| – <i>Artikel</i> | | | | | | _____ |
| – <i>Sonderbeiträge</i> | | | | | | _____ |
| – <i>Zeichnungen/Graphiken</i> | | | | | | _____ |
| – <i>Aktivitäten</i> | | | | | | _____ |
| – <i>Interessenniveau</i> | | | | | | _____ |

- Students use an established checklist to revise an advertisement for a school play.

| Inhalt | Ja | Nein |
|--|--------------------------|--------------------------|
| <i>Spricht meine Werbung meiner Zielgruppe an?</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Ist der Inhalt passend für die Zielgruppe?</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Habe ich alle wichtigen Angaben erwähnt?</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Sind die Illustrationen und der Schrifttyp passend zum Thema?</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organisation | | |
| <i>Ist alles in einer logischen Reihenfolge?</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wortwahl | | |
| <i>Sind meine Wörter passend für die Zielgruppe und das Thema?</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rechtschreibung | | |
| <i>Habe ich alles richtig buchstabiert?</i> | <input type="checkbox"/> | <input type="checkbox"/> |

- Students peer conference and use the following statements to make recommendations:
 - *Ich mag wie...*
 - *Sag mir wie...*
 - *Versuch mal...*
 - *Die Farben...*
 - *Ich verstand nicht...*
 - *Ich möchte mehr wissen über*

Appraise Own and Others' Work*Students will be able to:*

- 4.2.1** share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- plan and create original work using pre-established criteria?
- provide appropriate feedback to peers?
- participate in peer revision?
- use revision processes in his/her own work?
- participate in developing criteria for revision?
- use criteria to appraise his/her own and others' work?
- show interest in others' work and ideas?
- consider and use suggestions in future revisions?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Date and include the context of each observation to note progress over time. Use the data to guide instruction and conferencing.

 Rubrics

Use the Focus for Assessment criteria to create rubrics that describe levels of performance. Students should be familiar with the criteria.

 Thinking About My Composing

Encourage students to review their own creations using a self-assessment questionnaire like the sample below. This fosters self-reflection and the development of a plan for future work.

| Über mein Schreiben nachdenken |
|--|
| <i>Name:</i> _____ <i>Datum:</i> _____ |
| <i>Mein Titel</i> |
| <i>Zwei Aspekte, auf die ich stolz bin:</i> |
| <i>Was ich zur Verbesserung gemacht habe:</i> |
| <i>Wo ich noch Verbesserungen machen kann:</i> |

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

Appraise Own and Other's Work

Students will be able to:

- 4.2.1** share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- While writing a poem about horses, a student reads a couple of lines to classmates and asks: *“Hört man in meinen Wörtern, dass das Pferd schnell rennt?”*
- Students share their creations with peers during an Author’s Chair activity. Review vocabulary and tips for asking for feedback and for giving specific encouragement and constructive feedback. Post sentence frames that may serve as prompts, and offer language support during the Author’s Chair interactions.

Für den Autor

Ich brauche Hilfe mit ...

Was hat euch am Besten gefallen?

Habt ihr Empfehlungen?

Für das Publikum

Ich mag ...

Er war interessant, wie ...

Erzähle mir bitte mehr über ...

Ich verstehe nicht

Appraise Own and Others' Work*Students will be able to:*

- 4.2.1** share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES
 Self-Assessments

Have students record their feedback and suggestions on a Response Sheet.

| Was man mir empfiehlt | |
|------------------------------------|-----------------------|
| Name: _____ | Datum _____ |
| Texttitel _____ | |
| Feedback/Empfehlungen von anderen: | |
| 1. Klassenkameraden | |
| a) im Partnergespräch | |
| Änderungsvorschläge | was ich geändert habe |
| | |
| b) beim Vorlesen (Autorenstuhl) | |
| Änderungsvorschläge | was ich geändert habe |
| | |
| 2. Lehrer/Lehrerin | |
| Änderungsvorschläge | was ich geändert habe |
| | |
| 3. Ich als Selbstkritiker | |
| Änderungsvorschläge | was ich geändert habe |
| | |

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

Revise Content

Students will be able to:

4.2.2 revise to create an interesting impression and check for sequence of ideas

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When revising a piece of writing, students decide from the tone of the sentence if an exclamation mark is necessary or if a period is more appropriate.
- Students decide to add an exclamatory sentence to the beginning of a story to get the reader's attention and interest.
- Students complete a self-check guide after writing.
- Students work on Cloze exercises and try out precise nouns, powerful verbs, and vivid adjectives and adverbs.
- Using a previously written story, students rewrite the ending to create an interesting twist to their original creation.
- Students are given a simple text (e.g., from a younger grade, and in pairs add interesting detail to enhance the text).
- Invite students to help develop a class chart or checklist to be used as a revision guide for informational text.

| Revisionsbogen | |
|--|-------------|
| Name _____ | Datum _____ |
| Titel _____ | |
| <input type="checkbox"/> Ich lese mir meinen Text laut vor, um ihn besser zu hören. <input type="checkbox"/> Mein Text ist logisch und leicht zu verstehen. <input type="checkbox"/> Ich habe genug Information, dass die Leser mein Thema verstehen können. <input type="checkbox"/> Meine Leser werden den Text interessant finden. <input type="checkbox"/> Ich habe neue Ideen und Informationen. <input type="checkbox"/> Ich habe die wichtigsten Ideen in verschiedener Form wiederholt. <input type="checkbox"/> Mein Text ist erinnerungswert. <input type="checkbox"/> Ich bin mit meiner Wortwahl zufrieden. | |

Revise Content*Students will be able to:*

- 4.2.2** revise to create an interesting impression and check for sequence of ideas
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize the need for revision?
- demonstrate willingness to revise his/her work?
- revise the content of his/her work?
- revise his/her work for clarity?
- organize thoughts and information for effective communication?
- ask others for specific help?
- engage in self-questioning?
- ask relevant questions?
- provide positive feedback to others?

 Checklists

Develop a revision checklist based on the Focus for Assessment criteria. Date and include the context of each observation. Use the data to guide instruction and to note progress over time.

 Conferences

Discuss with students aspects of revision such as:

- areas that presented a problem
- an action plan to implement revisions

General Outcome

4

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

4.3 Attend to Conventions

GRADE

5

Specific Outcome

Revise Content

Students will be able to:

4.2.2 revise to create an interesting impression and check for sequence of ideas
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Model revision procedures on the overhead projector using grade-appropriate texts and a think-aloud process. Students participate in guided practice as a whole class, in small groups, and then individually. Students are encouraged to read aloud to themselves, ask questions, and keep a revision record up-to-date when revising work.
- Students double-space their work to aid revision. Using scissors and tape, students cut and paste text when revising their work.
- Students practise using word processing software to insert, cut, and paste text within and between documents.

Revise Content*Students will be able to:*

- 4.2.2** revise to create an interesting impression and check for sequence of ideas
(continued)

SAMPLE **ASSESSMENT** STRATEGIES
 Self-Assessment Revision Checklists

Students self-assess and record their revising skills according to a checklist revision record. For example:

| Zum letzten Mal revidiert—Schülercheckliste | |
|---|-------------|
| Name _____ | Datum _____ |
| Titel _____ | |
| <input type="checkbox"/> Ich habe mir meinen Text laut vorgelesen. <input type="checkbox"/> Ich habe die Reihenfolge der Angaben geändert. <input type="checkbox"/> Ich habe neue Ideen und Informationen dazugeschrieben. <input type="checkbox"/> Ich habe unwichtige Angaben gestrichen. <input type="checkbox"/> Ich habe jemand um Rat gefragt. <input type="checkbox"/> Ich habe mir den Rat angehört. | |

 Portfolios

Students select work samples that show their abilities to revise for interest, ideas, and sequence. Have students date all draft copies and related checklists to be included with their piece. Students include their reflections with completed statements like the following:

| Für die Vorzeigemappe | |
|---|--|
| Ich habe diese Arbeit gewählt, weil sie deutlich zeigt, dass ich revidieren kann: | |
| <input type="checkbox"/> Ich habe den Reihenfolge der Angaben verändert, damit sie logischer ist. <input type="checkbox"/> Ich habe einfache Wörter durch stärker, effektivere ersetzt. <input type="checkbox"/> Ich habe neue Angaben hinzugebracht. <input type="checkbox"/> Ich habe weniger wichtige Angaben gestrichen. <input type="checkbox"/> _____ | |
| Was mein Klassenpartner zu dieser Arbeit gesagt hat: _____ | |
| _____ | |
| Was mein Lehrer zu dieser Arbeit gesagt hat: _____ | |
| _____ | |

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

Enhance Legibility

Students will be able to:

4.2.3 write legibly, and use word processing when composing and revising

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students visualize letters and use models posted in the classroom to assist in writing legibly.
- A student uses a database or chart to record books read during the year. For example:

| <u>Titel</u> | <u>Autor</u> | <u>Hauptfiguren</u> | <u>Thema</u> | <u>Kommentar</u> |
|----------------------------|----------------------|---|---------------------|---|
| <i>Püñktchen und Anton</i> | <i>Erich Kästner</i> | <i>Püñktchen Anton Fräulein Andacht</i> | <i>Freundschaft</i> | <i>Tolles Buch! Anton hatte ein schweres Leben. Püñktchens Mutter war keine gute Mutter</i> |

- Students know and use such terms as backspace, delete, cut, paste, caps lock, enter, and spell check.
- Students assess the appropriate application for various computer fonts.
- Students complete a self-check list to evaluate their writing form.

Enhance Legibility*Students will be able to:*

- 4.2.3** write legibly, and use word processing when composing and revising
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- write legibly?
- demonstrate consistency in alignment, shape, slant, and spacing of letters?
- demonstrate an acceptable writing speed?
- demonstrate a smooth flow in letter formation in cursive handwriting?
- demonstrate pride and enjoyment in written work?
- recognize areas needing improvement in written work?
- develop a legible personal style of writing?
- choose formatting appropriate to audience, purpose?
- use templates and formatting tools to shape text on a page?
- show progress in keyboarding accurately (if technology is available)?

 Observations/Checklists

Develop a checklist based on the Focus for Assessment criteria. Observe students' daily work to monitor their increasing proficiency with script and text formatting on the computer. Date all observations and note progress over time. Observe students' writing fluency by examining whether the amount of production increased within a set time.

 Work Samples

Collect students' work samples as a record of progress over time. Student work samples might include labels, captions, poems, menus, or invitations.

General Outcome

4

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

4.3 Attend to Conventions

GRADE

5

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 write legibly, and use word processing when composing and revising

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Enhance Legibility*Students will be able to:***4.2.3** write legibly, and use word processing when composing and revising
*(continued)*SAMPLE **ASSESSMENT** STRATEGIES **Self-Assessments**

Students engage in self-assessment to monitor their progress in creating neat, legible work. With teacher guidance, students develop a self-assessment checklist. Observe and discuss students' use of the checklist. Criteria for the checklist may include:

| Welchen Eindruck mache ich schriftlich? Schülercheckliste | | |
|---|--------------------------|--------------------------|
| Name: _____ Datum: _____ | | |
| | Ja | Nein |
| Meine Buchstaben sind alle deutlich. | <input type="checkbox"/> | <input type="checkbox"/> |
| Meine Buchstaben sind alle gleich groß. | <input type="checkbox"/> | <input type="checkbox"/> |
| Der Abstand zwischen meinen Buchstaben ist gleichmäßig. | <input type="checkbox"/> | <input type="checkbox"/> |
| Ich halte mich an die Linien. | <input type="checkbox"/> | <input type="checkbox"/> |
| Der Abstand zwischen meinen Wörtern ist gleichmäßig. | <input type="checkbox"/> | <input type="checkbox"/> |
| Ich radiere meine Fehler vorsichtig. | <input type="checkbox"/> | <input type="checkbox"/> |
| Ich streiche meine Fehler vorsichtig durch. | <input type="checkbox"/> | <input type="checkbox"/> |
| Am Computer kann ich jetzt besser tippen als zuvor. | <input type="checkbox"/> | <input type="checkbox"/> |
| Mit dem Computer kann ich jetzt besser Text formatieren als zuvor. | <input type="checkbox"/> | <input type="checkbox"/> |
| Ich wende die Formattierungsschritte an, die ich in der Klasse lerne. | <input type="checkbox"/> | <input type="checkbox"/> |

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

Enhance Artistry

Students will be able to:

4.2.4 choose descriptive language and sentence patterns to clarify and enhance ideas

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students make a poster to advertise a class bake sale. They brainstorm words, phrases, and design features that will provide information and encourage the reader to attend.
- Students discuss words that have more than one meaning as they are encountered in texts (e.g., the different meanings of the word *Vorstellung*—imagination, introduction, performance).
- After reading a story, students identify simple and compound sentences from selected passages shown on the overhead projector. Students look for examples of similar sentence types in their own writing.
- Students experiment with using short sentences for emphasis or to convey excitement or action, such as speed. They use longer sentences to explain cause and effect or relationships.
- Students identify descriptive words/phrases in an appropriate poem. The words/phrases are then used in complete sentences to create an explanation of the poem's imagery.
- Students, working in small groups, practise how to use descriptive words to enhance the clarity of their sentences. Provide each group with a two- or three-word sentence. Students add appropriate adjectives and adverbs both as single words and as phrases.
- Using an overhead projector, invite students to watch as you model how to combine several short sentences into longer, more interesting and complex sentences. Students, working in pairs, practise combining sentences. Students may later choose a personal piece of writing to revise by combining sentences.

Enhance Artistry*Students will be able to:*

- 4.2.4** choose descriptive language and sentence patterns to clarify and enhance ideas
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use specific and appropriate vocabulary relevant to the topic?
- use descriptive language including adjectives and adverbs?
- use pronouns appropriately?
- express ideas clearly?
- use a variety of simple, complex, and compound sentence patterns?
- use varied sentence types (statement, questions, negative, exclamation)?
- use sentence-combining procedures?
- enjoy learning about and using descriptive language?
- enhance clarity of ideas by choosing precise words?
- enhance clarity by choosing active verbs?
- enhance clarity and artistry by choosing vivid descriptors?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Date and include the context of the observations to note progress over time.

 Work Samples

After students have received explicit instruction and guided practice in using descriptive words and varied sentence patterns, observe students' original oral and written texts for their use of descriptive words and varied sentence patterns.

 Portfolio Conferences

With student input, review and discuss progress in using descriptive language and a variety of sentence patterns in their work over time.

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

Enhance Artistry

Students will be able to:

4.2.4 choose descriptive language and sentence patterns to clarify and enhance ideas
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, working with a partner, choose a story they have read in class, and complete a story pyramid using the following format and instructions.

- Zeile: in einem Wort das Thema/die Hauptperson nennen.*
- Zeile: in 2 Wörtern den Schauplatz beschreiben.*
- Zeile: in 3 Wörtern eine Figur beschreiben.*
- Zeile: in 4 Wörtern ein Geschehen beschreiben.*
- Zeile: in 5 Wörtern ein anderes Geschehen beschreiben.*

1. _____

2. _____

3. _____

4. _____

5. _____

- Provide students with a list of transition or signal words that could be placed in their writing folders.
- With student input, develop lists of words that students may use to clarify and enhance their original texts. As the words are brainstormed, they can be placed in categories such as the ones in Appendix V.

| Signal or Transition Words | |
|--|--|
| <i>Signalwörter, die Ideen verbinden</i> | <i>Signalwörter, die Vergleiche ziehen</i> |
| <i>Signalwörter, die Reihenfolgen ausdrücken</i> | <i>Signalwörter, die Ideen entwickeln und zusammenfassen</i> |

GRADE

5

Specific
Outcome

Enhance Artistry

Students will be able to:

4.2.4 choose descriptive language and sentence patterns to clarify and enhance ideas
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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

Enhance Presentation

Students will be able to:

4.2.5 prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts, and diagrams, that engage the audience

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When reading a poem about a friend moving away, a student chooses sad music to enhance the emotion expressed in the poem.
- Students prepare a *PowerPoint* presentation about Germany.
- Students include music, slides, pictures, sound effects, drama, or dance to enhance clarity and understanding.
- Students use a paint program to illustrate a short story they have written.
- Model how to create the physical layout and organize a piece of work using an overhead projector or large chart paper to plan and rearrange text format and illustrations. Demonstrate the thinking process by verbalizing as you work.
- A student writes a poem about a castle and chooses an Old English style font to publish the poem. Another student uses a plain font and selects a cowboy border to go with a poem about a farm.
- Students, together with the teacher, establish criteria for a presentation/project.

Enhance Presentation*Students will be able to:***4.2.5** prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts, and diagrams, that engage the audience (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- organize compositions and effects appropriately?
- produce legible and neat texts?
- demonstrate a growing ability to use a variety of media for compositions, presentations, projects, and reports?
- experiment with text formats?
- create attractive and legible visuals (pictures, graphs, charts)?
- integrate visuals within the text appropriately?
- experiment with sound effects?
- integrate sound effects within the text appropriately?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Observe students during the composing process. Date and include the context of the observation to note progress over time. The data is used to guide instruction.

 Role-Play/Presentations

When students make presentations and engage in dialogues they have practised, criteria may focus more on fluency and accuracy than when they are involved in spontaneous activities. For prepared presentations, criteria might include:

- presentation is fluent
- message is comprehensible
- pronunciation and intonation are appropriate and support communication
- information is appropriate and relevant
- grammar is correct

 Self-Assessments

With student input, use rubrics developed during instruction to assess the organization, neatness, and integration of visual and audio effect. Students identify and discuss their strengths and needs according to the rubric.

 Portfolios

Students select samples of completed work that reflect their attempts at enhancing their original texts. Samples should reflect progress over time and students should provide reasons for their choices.

 Conferences

Conference with students about their texts. Use data from checklists, rubrics, and self-assessments to guide the conference. Provide encouragement and positive feedback.

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

Grammar and Usage

Students will be able to:

4.3.1 edit to eliminate sentence fragments and run-on sentences

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Put anonymous rough copies of students' work on the overhead and the class edits the work together.
- Invite students to edit an age-appropriate text using the overhead projector.
- Students learn and use peer-editing strategies.
- Students practise editing with modelled examples.
- Provide students with exercises for practice opportunities.
- Invite students to edit a daily message written on the chalkboard or overhead that contains incomplete sentences. As students gain experience and practice with this activity, they may assume the responsibility of writing the message for the class Daily Edit.
- Students work in pairs to edit one another's original text for complete sentences. Each student has a copy of another's work. Students take turns reading their work while their partner monitors it for complete sentences. Authors then make suggested changes independently.
- Students check their writing to make sure they have used the past, present, and future tenses appropriately. For example:
 - *Gestern spielte Nick im Tor.*
 - *Nick spielt bei meiner Fußballmannschaft.*
 - *Morgen wird Nick wieder im Tor spielen.*

Grammar and Usage*Students will be able to:***4.3.1** edit to eliminate sentence fragments and run-on sentences (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate willingness to edit written compositions?
- demonstrate competency in editing in his/her own and others' work?
- identify a complete sentence?
- eliminate sentence fragments?

 Checklists

Develop checklists based on the Focus for Assessment criteria to record students' skills in editing for complete sentences. Use the data to guide instruction.

 Peer Editing

Observe as students work in pairs to edit a text for complete sentences. Each student has a copy of the other's work. Students take turns reading their work while the partner monitors it to suggest changes.

 Conferences

Use completed checklists and students' work samples to conference with students about the progress in editing for complete sentences.

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

Spelling

Students will be able to:

- 4.3.2** understand and know spelling conventions, using a variety of spelling patterns when editing and proofreading; predict the spelling of unfamiliar words, using a variety of resources to confirm correctness

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students check their own writing against a chart or handbook to ensure they have the correct spelling.
- To confirm the correctness of the spelling of words, students:
 - check on class charts/in dictionaries/in other texts
 - use a spell checker
 - ask other students.
- Students use personal ways of remembering problem words.
- For reference, students keep a personal or class list of commonly misspelled words.
- Students check words they think they have misspelled by using personal dictionaries, class posters, and dictionaries, and by asking classmates who are good spellers.
- Using an overhead project, students, with teacher guidance, read a classmate's text looking for, discussing, and correcting misspelled words.
- Students closely listen as the teacher models correct pronunciation of words and shares how words can be easily misspelled if they are not correctly or clearly pronounced.
- Students work in pairs to edit one another's work for misspelled words. Each student has a copy of his/her partner's work. Students read the piece together to identify misspelled words. Reading from the end of the text to the beginning may help some students focus on the spelling.
- With student input, prepare a class list of irregular words that students may have difficulty spelling. This list is displayed in the classroom and is added to as new words are encountered. This list may be made into individual student bookmarks.

Spelling*Students will be able to:*

- 4.3.2** understand and know spelling conventions, using a variety of spelling patterns when editing and proofreading; predict the spelling of unfamiliar words, using a variety of resources to confirm correctness (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use vowel digraphs?
- use the *ß* and *Umlaute* correctly?
- use long and short vowel patterns and vowel combinations?
- know and apply spelling conventions using a variety of strategies?
- use structural analysis or the knowledge of word parts such as prefixes, roots, and suffixes?
- use syllabication skills?
- know and apply visual memory strategies to recall visual configuration or shapes of words and sequences of letters?
- know and apply spelling patterns when editing and proofreading?
- predict the spelling of unfamiliar words using strategies and a problem-solving approach?
- confirm spelling of unfamiliar words using a variety of resources to confirm correctness?

 Checklists

Develop checklists based on the Focus for Assessment criteria for assessing students' daily work to determine their developing skills and attitudes in using spelling strategies.

 Pre- and Post-Spelling Tests

Together with students, analyze pre- and post-tests to determine areas of difficulty and to decide on effective spelling strategies.

 Conferencing

Interview students using their personal spelling list entries as a guide. Use the following questions:

- Why is spelling important?
- What do you do when you do not know how to spell a word?
- What do you do when you have not spelled a word correctly?
- What spelling do you have?

Use student responses to guide instruction.

 Portfolios

Students choose a range of written samples that show progress in spelling over time. Students should periodically study their samples to determine their spelling progress and to generate common spelling rules.

General Outcome

4

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

4.3 Attend to Conventions

GRADE

5

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 know and use writing conventions, and apply these conventions when editing and proofreading

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When writing, students refer to a writers' handbook or a chart created by the teacher and class to explore the uses of capital letters (e.g., for nouns in titles, headings, and subheadings).
- Students refer to novels they have read to find models for the correct use of quotation marks in dialogue. Students view an overhead transparency of a passage from a familiar novel. The passage contains a conversation between two characters and has been rewritten without using paragraphs. Students discuss how difficult it is to identify the speakers. After teacher modelling, they paragraph the rest of the passage to indicate the conversation between the two speakers.
- Use samples of students' writing with permission to demonstrate the proper use of punctuation and capitalization.
- Provide passages of choral readings for students to practice in small groups. Students concentrate on pausing at commas and periods, and using appropriate inflections and intonation when encountering question marks and exclamation points.
- Students, working in small groups, look at selections of German children's literature to find examples of the various uses of capital letters, commas, quotation marks, and other punctuation. The findings are shared and discussed with others.
- With the class, create a list of "expected" writing conventions done in German ("What does a good piece of writing include?"). The list remains posted in the classroom for reference. It should be noted in the list that conventions for capitalization and punctuation between German and English differ to some degree.

Capitalization and Punctuation*Students will be able to:***4.3.3** know and use writing conventions, and apply these conventions when editing and proofreading (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize that commas are used for a variety of purposes?
- use commas correctly?
- use quotation marks in written work?
- identify and use proper capitalization?
- punctuate compound sentences, headings, and titles?
- work with peers in editing and revising?
- recognize errors in capitalization and punctuation when editing written work?

 Checklists

Use checklists based on the Focus for Assessment criteria to determine students' development of proofreading and editing skills. Use checklists throughout the year to note progress over time.

 Student-Teacher Conferences

Conference with students about their editing and proofreading. Provide feedback and encourage accurate punctuation. Help students listen to themselves as they read their work to insert appropriate punctuation. Arrange an editing mini-lesson with students to focus on a skill, such as how and when to use quotation marks.

 Peer Conferences

Have students photocopy their work and give a copy to a peer. The student reads her or his work aloud while the peer edits or proofreads for capitalization and punctuation. The peer editor gives positive and corrective feedback.

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

Capitalization and Punctuation

Students will be able to:

- 4.3.3** know and use writing conventions, and apply these conventions when editing and proofreading (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are trained to use a checklist for editing written work. For example:

Checkliste für schriftliche Arbeit

Schreibe deine erste Kopie/deinen ersten Entwurf.
Dann prüfe dieses alles nach:

1. Sind alle Nomen groß geschrieben?
2. Stimmt die Interpunktion?
3. Sind die Artikel richtig?
4. Sind die Artikel nach den Präpositionen richtig?
Akkusativ: durch, für, gegen, ohne, um
z.B. durch **den** Ausgang / für **ihn**
Dativ: aus, bei, mit, nach, seit, von, zu
z.B. mit **der** Frau / nach **der** Schule / von **dem** Kind
5. Sind die Wörter richtig geschrieben?
6. Hast du ein Komma vor den Wörtern *dass* und *weil* und hast du dann das Verb am Ende geschrieben?
z.B. ..., **weil** es geregnet **hat**. / ..., **dass** sie klug **ist**.
7. Hast du *sein* mit den folgenden Verben geschrieben?
Zum Beispiel:

| | |
|----------------------|-------------|
| <i>ich bin</i> | geblieben |
| <i>du bist</i> | gefahren |
| <i>er/sie/es ist</i> | gefallen |
| <i>wir sind</i> | geflogen |
| <i>ihr seid</i> | gegangen |
| <i>sie sind</i> | gekommen |
| | gelaufen |
| | gestorben |
| | gerannt |
| | geschwommen |
| | gesprungen |
| | gestiegen |
| | gewachsen |
| | passiert |

GRADE

5

Specific
Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 know and use writing conventions, and apply these conventions when editing and proofreading (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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

Share Ideas and Information

Students will be able to:

- 4.4.1** prepare and share information on a topic, using print and non-print aids to engage and inform a familiar audience

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students present information about the physical regions of Canada in a variety of ways, such as:
 - posters advertising the regions
 - travel brochures, highlighting places to visit and/or cultural events
 - charts to describe features of the regions
- Students use an overhead projector to display a graphic organizer that presents information about dolphins—their habitat, habits, breeding patterns, and method of communication.
- Students use props, such as puppets, flannel boards, story aprons, costumes, and music, to catch the listeners' attention and to maintain interest during book talks.
- Students complete a prepared checklist on “Presentation Planning” to determine if they are ready for their own presentation.
- Students develop multimedia presentation using appropriate software (e.g., *PowerPoint*, *Hyperstudio*) to share information on topics they have researched.
- With teacher guidance, students create a class chart to help them organize and include categories of important information when sharing news orally. These categories should include *Wer? Was? Wann? Wo? Warum? Wie?* Categories may also include personal feelings and connections.

Share Ideas and Information*Students will be able to:*

- 4.4.1** prepare and share information on a topic, using print and non-print aids to engage and inform a familiar audience (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- follow a sequential plan?
- organize working materials logically for easy access?
- develop own guidelines?
- require teacher-directed guidelines?
- engage familiar audience's attention?
- maintain audience attention?
- use clear, fluent, and expressive language?
- look at the audience when speaking?
- assume a comfortable posture?
- use appropriate gestures?
- bring closure to the presentation?
- make good use of presentation time?
- prepare effective presentations?

 Checklists

Develop checklists based on the Focus for Assessment criteria to determine students' skills in planning, preparing, and delivering presentations. Each observation is dated and the context noted. Review the checklists and note progress over time to guide conferences and instruction.

 Rubrics

Use rubrics based on the Focus for Assessment criteria, such as are found in Appendix E.

 Portfolios

Students select presentation materials for their portfolios including planning outline, draft copies, cue cards, visual aids, photos of the presentation, feedback from classmates, and self-assessment checklists.

SAMPLE RESOURCES

Travel brochures from various agencies or provincial tourism centres

Posters/display material from various agencies

General Outcome

4

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

4.4 Present and Share

GRADE

5

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 prepare and share information on a topic, using print and non-print aids to engage and inform a familiar audience (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Share Ideas and Information*Students will be able to:*

- 4.4.1** prepare and share information on a topic, using print and non-print aids to engage and inform a familiar audience (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES
 Self-Assessments for an Oral Presentation

Students complete a self-assessment questionnaire after reflecting on their oral presentation in class.

Mein Referat—Schülercheckliste

Name: _____ Datum: _____

Thema: _____

zum Umkreisen

- | | | |
|---|----|------|
| 1. Ich hatte einen Plan für mein Referat. | ja | nein |
| 2. Ich habe diesen Plan selbst entwickelt. | ja | nein |
| 3. Jemand hat mir mit meinem Plan geholfen. | ja | nein |
| 4. Ich habe alle meine Arbeitssachen beisammen behalten. | ja | nein |
| 5. Ich war die ganze Zeit gut organisiert. | ja | nein |
| 6. Ich habe meinen Vortrag laut geübt. | ja | nein |
| 7. Ich habe auch Schaubilder, Zeichnungen oder Mitbringsel gezeigt. | ja | nein |
| 8. Ich habe Geräuscheffekte benutzt. | ja | nein |
| 9. Meine Zuhörer haben sich für mein Referat interessiert. | ja | nein |
| 10. Meine Zuhörer haben gut zugehört. | ja | nein |
| 11. Ich habe Fragen beantwortet. | ja | nein |
| 12. Das Beste an meinem Referat war _____ | | |
| _____ | | |
| 13. Das kann ich nächstes Mal besser machen: _____ | | |
| _____ | | |
| 14. Das werde ich nächstes Mal genauso machen: _____ | | |
| _____ | | |
| 15. Im Allgemeinen bewerte ich mein Referat _____ | | |
| _____ | | |
| _____ | | |

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

Effective Oral and Visual Communication

Students will be able to:

- 4.4.2** use gestures and facial expression to enhance oral presentations; use emphasis and appropriate pacing; arrange the presentation space to focus audience attention

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After a trial run of a Readers' Theatre presentation, students brainstorm ways of making their presentation more effective using pacing, gestures, facial expressions, and voice modulation.
- Students practise oral communication in choral reading, drama, role-playing, book talks, etc.
- Students set up role-playing situations in which they use various non-verbal cues to relate a message.
- Students, taking turns, do a simple one-minute oral presentation every day on a given topic or theme being studied (e.g., clothing, weather, news items, favourite food). They are given time to prepare in advance.
- To share a poem, students, working in small groups, decide how to present it (e.g., as a choral reading, reading over the intercom, as a posting on the school website, or any other idea they may generate).
- Students, working in small groups, rehearse a Reader's Theatre script to convey a specific assigned emotion such as joy, anger, sadness, or excitement. Each group of students in the class is assigned a different emotion but is provided with the same script. Students present the script using the appropriate expression and intonation to match the assigned emotion. Invite students to discuss how changes in volume, intonation, and expression convey meaning.
- Students play charades, paying particular attention to gestures and facial expressions.

Effective Oral and Visual Communication*Students will be able to:*

- 4.4.2** use gestures and facial expression to enhance oral presentations; use emphasis and appropriate pacing; arrange the presentation space to focus audience attention (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- deliver short oral presentations and reports?
- use gestures and facial expressions to enhance oral presentation?
- self-monitor pace in short presentations?
- arrange presentation space to focus audience attention?
- take risks in attempting to communicate more effectively?

 Checklists

Develop a checklist to assess students' understanding and ability to use volume, intonation, facial expressions, and gestures to support oral communication.

| Mündlicher Vortrag—Bewertungsskala | | | |
|---|---|--------|---------------------|
| Name | | Datum | |
| Titel | | | |
| Code | S sehr gut G gut M minimal N nicht zu erkennen | | |
| Aspekte | Lehrer/Partner | Selbst | Leistung/Kommentar? |
| <input type="checkbox"/> | Die Hauptpunkte sind verständlich. | | |
| <input type="checkbox"/> | Die Angaben sind relevant und passen zum Thema. | | |
| <input type="checkbox"/> | Es gibt interessante Einzelheiten. | | |
| <input type="checkbox"/> | Es gibt eine Vielzahl an Vokabeln und sprachliche Strukturen. | | |
| <input type="checkbox"/> | Es wird fließend gesprochen. (Pausen sind meistens nur an Satzenden.) | | |
| <input type="checkbox"/> | Die Fragen werden gut beantwortet. | | |

 Rating Scales

Use a rating scale for peer and self-evaluation, such as the one found in Appendix E.

SAMPLE RESOURCES

Play charades.

General Outcome

4

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

4.4 Present and Share

GRADE

5

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 use gestures and facial expression to enhance oral presentations; use emphasis and appropriate pacing; arrange the presentation space to focus audience attention *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Effective Oral and Visual Communication*Students will be able to:*

- 4.4.2** use gestures and facial expression to enhance oral presentations; use emphasis and appropriate pacing; arrange the presentation space to focus audience attention (*continued*)

SAMPLE ASSESSMENT STRATEGIES **Conferences**

Record students' oral presentations and use the recording for individual or group conferences. The observation checklist may be used to guide the conference.

 Self-Assessment

Students should be encouraged to reflect on their oral presentations and to improve their oral communication skills. Having students complete a questionnaire after viewing a recorded presentation may guide their self-reflection.

Mein Vortrag—Schülerselbstbewertung

Datum: _____ Name: _____

Thema _____

Nenne Beispiele die Folgendes beweisen:

1. Du hast Wichtiges mit deiner Stimme betont: _____

2. Du hast Wichtiges mit deinem Gesichtsausdruck betont. ____

3. Du hast Wichtiges mit deinen Handbewegungen betont.

4. Du hast Wichtiges mit deinen Körperbewegungen betont. ____

5. So hast du deine Zuschauer aufmerksam gemacht: ____

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

Attentive Listening and Viewing

Students will be able to:

4.4.3 show respect for the presenter through active listening and viewing behaviours

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to a presentation on smoking, a student says, “The purpose of the talk was to keep us from smoking, and there was lots of information about that, but I didn’t like the way the speaker seemed to dislike smokers. My dad smokes and he tells me it’s hard to quit!”
- After listening to a student talk about keeping animals in zoos, another student says, “Without zoos I never would have seen an elephant.”
- Students learn supportive audience responses by helping to develop a classroom chart listing appropriate audience behaviours and referring to the chart during presentations.
- After listening to a speaker or classmate, students respond orally by stating something they learned or found interesting.
- Invite students to participate in a fish bowl activity to help teach/model appropriate and inappropriate behaviour. During a fish bowl activity, role-play with a small group of students while other students watch carefully. Then the whole group discusses the role-play to identify appropriate and inappropriate behaviours.
- Students provide written feedback to classmates after oral presentations by completing feedback forms developed by the teacher with student input.

Nach dem Vortrag—Zuschauer Reaktionen

Datum _____

Sprecher _____

Thema _____

1. Was ich interessant fand war _____

2. So hast du meine Aufmerksamkeit gelenkt: _____

3. Vielleicht könntest du beim nächsten Mal _____

Unterschrift _____

Attentive Listening and Viewing*Students will be able to:*

- 4.4.3** show respect for the presenter through active listening and viewing behaviours
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- show respect for the presenter?
- listen/view actively and demonstrate comprehension?
- focus on the speaker?
- use appropriate body positioning during the presentation?
- ask relevant questions?
- respond respectfully with opinions?

 Anecdotal Records

Observe and record students' audience behaviours. Date and note specific examples to determine students' developing skills in listening and responding to presentations.

 Conferences

Conference with students about the feedback slips completed by classmates. Help students consider what others have said in response to their presentations, and encourage them to consider suggestions when preparing and presenting again.

 Group Self-Assessments

Record the audience (class) during presentations. With the students, view the video and discuss audience behaviours. Individual students focus on their own behaviour and complete a self-assessment.

War ich ein guter Zuschauer? Schüler selbstbewertung

| | ja | nein |
|--|--------------------------|--------------------------|
| 1. Ich war ruhig als geredet wurde. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ich habe den Sprecher angesehen. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Meine Körpersprache zeigt, dass ich zugehört habe. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ich habe eine Frage zum Thema gestellt. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ich habe aufgepasst, als andere Fragen stellten. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Ich habe positive Kommentare gemacht. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Ich war ein hilfreicher Zuschauer. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Was ich als guter Zuschauer gemacht habe: _____ _____ | | |
| 9. Was ich nächstes Mal machen kann, um ein besserer Zuschauer zu sein: _____ _____ | | |

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

5.1 Develop and Celebrate Community

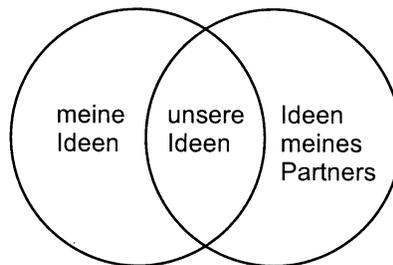
Share and Compare Responses

Students will be able to:

5.1.1 acknowledge differing responses to common experiences

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read a text and are assigned roles and viewpoints for discussion.
- Students discuss their reactions to a story/novel in pairs, after studying each other's charts prepared for this purpose.
- After a field trip, students share and discuss their experiences. Provide sentence starters such as:
Was ich interessant fand...
Ich hätte lieber...
Mein Lieblingsteil war...
- Students use the Author's Chair to share their story writing with others. Students listening to the reader are encouraged to respond positively by naming a specific aspect of the story that appealed to them (e.g., *Diese Geschichte war sehr interessant. Ich mag...Deine Bilder sind sehr schön. Du hast schöne Farben...*).
- Students, working in small groups, plan and create collages for a bulletin board display showing comparisons between their own personal experiences and those of others. Students are encouraged to use a variety of media, such as recycled newspapers and magazines.
- Invite students to brainstorm a list of interview questions to ask others about personal experiences and ideas. Students interview classmates, German teachers, family members, or German-speaking members of the community, and compare information received with their own experiences. Interviews may be recorded for use in class. Students may be asked to chart the various answers that different people gave to the same question.
- Students explore their own and others' ideas after reading a story by completing a Venn diagram. They use information generated from the Venn diagram to prepare simple oral or written summaries of the story.



Share and Compare Responses*Students will be able to:***5.1.1** acknowledge differing responses to common experiences (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- describe own ideas and experiences clearly?
- willingly share own ideas and experiences with the class?
- listen to others appropriately?
- accept others' ideas and experiences without judging them?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Date and record the context of the observations. Review the data to note progress over time.

 Work Samples

Analyze students' work to assess their willingness to describe personal ideas and experiences and to recognize others' points of view. Work samples may include students' self reflections or response journals.

 Portfolios

Students chose written work or graphic organizers such as Venn Diagram that illustrate comparisons between own and others' ideas and experiences.

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

5.1 Develop and Celebrate Community

Relate Texts to Culture

Students will be able to:

5.1.2 discuss ideas, events, and figures within stories from oral, literary, and media texts from various communities

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students develop questions for an oral interview with students representing characters from different stories read in class (representing different communities).
- Students share with peers their responses to tales/legends read in class.
- While emailing with a class from Germany, students are asked to share their favourite texts (e.g., fairytale). Compare and contrast the likes and dislikes.
- Students compare cultural representations from local ethnic newspapers or newspapers from other cultures, including newspapers and magazines from Germany. Students may compare cartoons, clothing, movies, advertisements, etc.
- Students prepare Venn diagrams comparing and contrasting ideas/events/figures within texts from various communities.

Relate Texts to Culture*Students will be able to:*

- 5.1.2** discuss ideas, events, and figures within stories from oral, literary, and media texts from various communities (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- make connections between culture and ideas represented in oral, literary, and media texts?
- recognize similarities and differences in how like ideas are presented by different cultures?
- recognize specific cultural styles or symbols in oral, literary, and media texts?
- show appreciation for similarities found in other cultures?
- show acceptance for differences found in other cultures?
- maintain active listening behaviour during discussion?
- ask appropriate questions?
- show respect for others' ideas and experiences?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Observe students in large- and small-group activities and note the context for each observation. Refer to the checklist throughout the year to note progress over time.

 Anecdotal Records

Observe students during large- and small-group discussions. Record on self-stick notes brief observations of students' skills in explaining personal perspectives on culture and ideas represented in oral, literary, and media texts.

 Work Samples

Analyze Venn diagrams, response journals, and learning logs to determine how students explore and record personal perspectives on culture represented in selected texts.

 Portfolios

Students choose work samples that reflect their best efforts in representing similarities and differences in cultures.

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

5.1 Develop and Celebrate Community

Appreciate Diversity

Students will be able to:

5.1.3 connect the experiences of individuals in oral, literary, and media texts to personal experiences

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After receiving letters from an extended family member or a pen pal in another part of the world, students write about what it might be like if that person were to come live with their family.
- Students experience the opportunity to get involved in a community project and relate their experiences to the class. They may visit a senior citizen home as volunteer readers or letter writers, assist with community fundraisers, or perform musical presentations for community groups.
- Using a T-chart or Venn diagram, students compare school experiences here to those in Germany or another country. Invite a recent immigrant from Germany to share her or his personal experiences.
- Students choose a local heroine or hero to research and prepare a short biography.
- Students bring in samples of various texts and discuss whether they are or could be based on personal experiences.
- Students contact German authors either by email or letter and invite them into the classroom to discuss where they get ideas for their stories. If authors are unable to visit the classroom, students can correspond with them by mail.
- Students use a Herringbone style of graphic organizer to chart various experiences of a character in a text examined in class, and to identify a parallel experience from their own lives

he/she

I

Appreciate Diversity*Students will be able to:***5.1.3** connect the experiences of individuals in oral, literary, and media texts to personal experiences (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- compare and relate individuals and situations portrayed in texts to those in real life?
- integrate ideas from others into his/her understanding of diversity?
- recognize personal participation and responsibility in various communities?

 Checklists

Develop checklists to assess students' skills in comparing individuals and situations portrayed in oral, literary, and media texts to their own personal experiences.

 Work Samples

Review T-charts or Venn diagrams for evidence of students' skills in comparing and evaluating individuals and situations in text to real-life experiences.

SAMPLE RESOURCES

Epals: pen pals from Germany

General Outcome

5

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

5.1 Develop and Celebrate Community

GRADE

5

Specific Outcome

Appreciate Diversity

Students will be able to:

5.1.3 connect the experiences of individuals in oral, literary, and media texts to personal experiences (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Appreciate Diversity*Students will be able to:*

- 5.1.3** connect the experiences of individuals in oral, literary, and media texts to personal experiences (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES **Self-Assessment**

Students may use the following questions to monitor their understanding of diversity, their personal participation, and responsibilities in a variety of communities.

| Mitgefühl für andere—Schüler selbstbewertung | | | |
|--|-------|----------|-----|
| Name _____ Datum _____ | | | |
| Statement | immer | manchmal | nie |
| <ul style="list-style-type: none"> • Ich beteilige mich an Klassendiskussionen. • Ich beteilige mich aktiv am Leben innerhalb der Schule. • Ich beteilige mich aktiv am Leben oder Gemeinschaften außerhalb der Schule. • Ich vergleiche Menschen und Erlebnisse in Texten mit Menschen und Erlebnissen im Leben. • Ich versuche Menschen zu verstehen, die anders sind als ich. • Ich lerne gerne über Menschen von anderen Ländern/Provinzen/Städten/usw. • Ich übernehme innerhalb der Klasse gerne Verantwortung für etwas. | | | |

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

5.1 Develop and Celebrate Community

Celebrate Special Occasions

Students will be able to:

5.1.4 select and use language appropriate in tone and form to recognize and honour people and events

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students compose a thank-you letter after a visit from the high school or community band.
- Students write an invitation to the Grade 1 class, asking them to come and listen to stories written specifically for them.
- Students compose a thank-you letter after someone has visited their class, school, etc.
- Students take on a role in a school-based function (e.g., Remembrance Day assembly, awards day, school tea).
- Students study the texts of songs, poems, and greetings appropriate to particular situations that honour people and events (e.g., birthday and seasonal songs).
- Following a Readers' Theatre presentation by one group, other students write short notes of congratulations.
- Students practise greeting one another, using phrases such as *Guten Tag! Guten Morgen! Hallo! Auf Wiedersehen! Tschüss!* They discuss when and where to use the appropriate greetings. Have students role-play situations where they can practise appropriate greetings.
- Students prepare an award ceremony for various characters they have encountered in texts. Pairs of students prepare a short speech to give in honour of each character.

Celebrate Special Occasions*Students will be able to:*

- 5.1.4** select and use language appropriate in tone and form to recognize and honour people and events (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use language appropriate in tone and form to recognize and honour people and events?
- use appropriate verbal and non-verbal language to recognize and honour people and events?
- self-monitor language use when engaged in a celebratory activity?
- observe others' language use during a celebratory event and assess his/her own language use by comparison?

 Checklists

Develop checklists that assess students' skills in responding positively to their own and others' accomplishments. All observations are dated and reviewed to note progress over time.

 Anecdotal Records

Note students' responses that acknowledge and celebrate achievements.

 Self-Assessments

Students complete self-assessments at regular intervals. These self-assessments may be placed in the students' portfolios.

| Wie nett ich doch gewesen bin—Schüler selbstbewertung |
|---|
| Name: _____ Datum _____ |
| Beschreibe, was du getan hast: |
| Ich habe _____ ein Kompliment gemacht. Das war für _____. |
| Ich habe mich bei _____ für _____ bedankt. Das war am _____ (zB Montag). |
| Ich habe _____ mit seinem/seiner/ihrer/ihrer _____ geholfen. |
| Ich habe am _____ (zB Montag) eine gute Note für _____ bekommen. Da war ich froh! |

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

5.2 Encourage,
Support, and
Work with
Others

Co-operate with Others

Students will be able to:

5.2.1 distinguish between on-task and off-task ideas and behaviours in a group, and stay on task

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn problem-solving strategies/steps to assist them in cooperative group activities.
- Students complete self-reflection or group reflection sheets after an activity.
- Before working in a group situation, students discuss the roles and tasks of each member.
- When working in pairs, students discuss or write up a *Meine Verantwortung* task card outlining their responsibilities in the group.
- Model the language and behaviours of attentive listening, giving encouragement, praising accomplishments, and clarifying ideas and responses so students learn the language they need for cooperative group work by watching and listening carefully. Post in the classroom for student reference the vocabulary necessary for cooperative group work in German. Students practise this vocabulary through role-plays and repetition. (See Appendix B for lists of expressions.)
- Invite students to discuss expected behaviour in cooperative groups. As students share ideas, write them on a chart in German and post the chart in the classroom for reference.

Co-operate with Others*Students will be able to:*

- 5.2.1** distinguish between on-task and off-task ideas and behaviours in a group, and stay on task (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- distinguish between on-task and off-task behaviour?
- remain on-task during group work?
- use task-maintenance behaviours to help the group maintain or regard focus?
- participate in group problem-solving related to productivity and other group issues?
- demonstrate effective problem-solving techniques?

 Checklists

Use checklists based on the Focus for Assessment criteria to monitor students' cooperative behaviours. Circulate among groups during small-group work to observe behaviours.

 Conferences

Conference with cooperative learning groups to review group process, provide feedback on observations made, and discuss ways to improve the cooperative learning process.

 Self-Assessments

Students complete self-assessment forms to self-report on personal contributions to group success and use of German during group activities. Students can use checklists, diaries, or learning logs.

 Quick Check (Thumbs Up/Down)

Use a Quick Check to determine how students feel about the way they worked on a cooperative activity. Students show a “thumbs up” if their group worked well, and a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick Checks may be used when time does not permit using an extended checklist.

General Outcome

5

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

5.2 Encourage,
Support, and
Work with
Others

GRADE

5

Specific
Outcome

Work in Groups

Students will be able to:

5.2.2 assume the responsibilities for various group roles

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students work together to rearrange the set of their play so all the characters are not grouped on one side of the stage. They experiment with and assess different arrangements of props and furniture.
- One student takes on responsibility for recording the group's ideas during discussion of a story. Another student volunteers to do the pictures for the storyboard. The rest of the group sorts out roles for the presentation of the story.
- When doing a story/novel study, students take turns being the leader of the group. Students review the tasks of the leader.

Work in Groups*Students will be able to:***5.2.2** assume the responsibilities for various group roles (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate knowledge of various group roles and their accompanying responsibilities in co-operative group work?
- choose roles appropriate to the specific tasks?
- assume specific roles and use them in a group task?
- select and implement problem-solving strategies to maintain on-task behaviours and overall group productivity?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Observe students as they engage in small-group discussions, and record student's question-asking patterns.

 Self-Assessment

Students complete self-assessments that indicate their engagement in small-group or paired discussions. Questionnaires can be created based on the following sample.

| In der Gruppe mitmachen—Schüler selbstbewertung | | | |
|---|-------|--------------|----------|
| Name: _____ | | Datum: _____ | |
| Gruppenmitglieder: _____ | | | |
| | immer | manchmal | fast nie |
| Ich höre zu wenn andere sprechen. | | | |
| Ich stelle Fragen, die zum Thema passen. | | | |
| Ich beantworte Fragen ehrlich. | | | |
| Meine Antworten passen zum Thema. | | | |
| Ich höre zu, wenn andere meine Fragen beantworten. | | | |
| Ich warte bis ich an die Reihe komme. | | | |
| Ich unterbreche andere, wenn sie sprechen. | | | |
| Ich mache negative Bemerkungen. | | | |
| Wenn ich einen Gedanken schlecht finde, reagiere ich gegen die Person, die ihn ausspricht. | | | |
| Wenn ich einen Gedanken schlecht finde, sage ich warum der Gedanke nicht gut ist. (Das geht nicht, weil...) | | | |
| Ich helfe meiner Gruppe, eine gute Diskussion zu haben. | | | |

General Outcome

5

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

5.2 Encourage,
Support, and
Work with
Others

GRADE

5

Specific
Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 demonstrate sensitivity to appropriate language use when communicating orally

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Invite students to help prepare charts of appropriate language use, and post them in the classroom for future reference.
- Discuss the use of *du* versus *Sie* as a sign of respect in German. Students role-play situations and use a Fish Bowl strategy to observe and offer suggestions or comments.
- After reviewing language to show respect and consideration for others' ideas and language abilities, students create personal cartoons that illustrate these concepts. Students use both thought and speech bubbles to make their cartoons explicit.

Use Language to Show Respect*Students will be able to:*

- 5.2.3** demonstrate sensitivity to appropriate language use when communicating orally
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- choose and use oral language appropriate to the context?
- demonstrate knowledge of the elements that make up oral communication, including tone, register, volume, intonation, word choice, and non-verbal cues?
- demonstrate understanding with regard to socially and culturally appropriate verbal and non-verbal language use?
- monitor his/her own language use, recognizing the need for language change/adaptations for different social and cultural experiences?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 Conferences

Conference with students to reinforce positive communication behaviours as well as to address discrepancies between students' self-assessment reports and the behaviours that are actually observed.

 Anecdotal Records

Record examples of students' behaviours that show appreciation of variations in language use. All observations should be dated.

General Outcome

5

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

5.2 Encourage,
Support, and
Work with
Others

GRADE

5

Specific
Outcome

Evaluate Group Process

Students will be able to:

5.2.4 assess group process, using checklists, and determine areas for development

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students complete a checklist to assess how effectively their group worked together on an assigned project.
- Students generate a list of roles and tasks for group work and, later, do a self-/group assessment.

Evaluate Group Process*Students will be able to:*

- 5.2.4** assess group process, using checklists, and determine areas for development
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate willingness to become involved in self-assessment of contributions to the group process?
- use checklists and other tools for self- and group assessment?
- reflect on personal behaviours and set personal goals?
- reflect on group behaviours and participate in group goal-setting?

 Checklists

Develop checklists based on the Focus for Assessment criteria, or use a grid like the following to record students' group behaviours.

| Unsere Gruppenarbeit | | | | |
|----------------------|--------------------|--------------|---------------|-----------------|
| Datum: _____ | | | | |
| Thema: _____ | | | | |
| Namen | Zeit gut gebraucht | gut zugehört | Ideen geteilt | War hilfsbereit |
| | | | | |
| | | | | |
| | | | | |

 Response Journals/Reflection Logs

Students respond to prompts to write in journals. Such prompts could include:

- *Eine Gruppe funktioniert gut, wenn...*
- *Unsere Gruppe funktioniert am besten, wenn...*
- *Heute habe ich...*
- *Nächstes Mal helfe ich meiner Gruppe wenn ich...*

Students should engage in written dialogue to give positive feedback and suggestions for improving the effectiveness of group work.

 Testing—Whole Class

Individual accountability may be assessed through regular quizzes and tests. Regular periodic testing helps keep students aware of their responsibility to learn while they are doing group work.

 Testing—Individuals

Assess students' accountability for assigned work by calling on individual students from each group to provide an answer to a question. Select randomly.

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

Sound-Symbol System

Students will be able to:

6.1.1 use, independently, in oral and written situations, all elements of the sound-symbol system

SAMPLE TEACHING AND LEARNING ACTIVITIES

- On a regular basis, select unfamiliar vocabulary/passages for dictation, making sure to pronounce words clearly and accurately. Students listen carefully and write words/passages as they are read. In pairs or small groups, students check their work against a master list and proceed to repeat the process with only those words that were problematic or incorrect.
- Students read unfamiliar yet age-appropriate texts, choosing books from the class library and reading to another student.
- Code German books in the class library according to reading difficulty, and invite students to choose books that are appropriate for their reading level.
- Students participate in journal-writing activities.
- Students work with partners to generate a list of frequently used words that can be referenced during writing periods.

Sound-Symbol System*Students will be able to:*

- 6.1.1** use, independently, in oral and written situations, all elements of the sound-symbol system (*continued*)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- accurately apply knowledge of the German sound-symbol system, when reading?
- accurately apply knowledge of the German sound-symbol system when writing?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Observe students as they work with words, either orally or in written work, to determine their abilities to use the German alphabet accurately. Record and date data on a checklist. Review the data to note progress over time and to guide instruction.

 Anecdotal Records

Record students' oral reading behaviour as they read a German text. Record miscues as students read orally. Analyze students' behaviours to determine their effective and efficient use of cueing systems.

 Portfolios

Students choose work samples to show their progress in applying phonetic knowledge of German. Samples can include pre-texts, post-texts, and rough drafts. Students can discuss their progress and make observations about areas that still require improvement.

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

Vocabulary

Students will be able to:

6.1.2 use vocabulary and expressions appropriately in classroom, school, and community contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Model everyday greetings and expressions used in and out of school.
- Students role-play situations where various expressions are used.
- Students use correct vocabulary and expressions when operating in the classroom on a day-to-day basis. If they do not, they are not responded to, are corrected by peers or teacher, or do not receive what is requested.
- Students develop a word search or crossword using words from the text or theme being studied.
- Students write short rebus readings based on a text or theme being studied.
- Students prepare riddles for other students to solve, based on a text or theme being studied.
- Invite students to participate in a daily “Sharing Circle” activity either at the beginning or end of the school day. The activity provides the opportunity for asking and answering questions, sharing personal information, etc. Students refer to thematic vocabulary charts and/or the classroom Word Wall to support conversation.
- Students write a conversation based on questions and answers in familiar classroom and/or school situations. Students then role-play the situations.

Grammatical Frames*Students will be able to:*

- 6.1.2** use vocabulary and expressions appropriately in classroom, school, and community contexts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use vocabulary and expressions appropriately in a variety of classroom and school contexts?
- experiment with German vocabulary and expressions?
- use vocabulary and expressions in a variety of community contexts?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Observe as students present to familiar audiences. Note the appropriate use of vocabulary and expressions. Observations should be dated and progress should be noted.

 Anecdotal Records

During Sharing Circle time, observe and make notes as students share personal information, experiences, and opinions on topics under discussion. Some criteria may include:

- application of classroom vocabulary taught/reviewed to the topics discussed
- willingness to take risks with using German
- correct language use
- student is actively engaged in the activity

 Individual or Group Conferences

Students' role-plays may be recorded and used for individual or group conferences. Use the Focus for Assessment criteria to guide the conference.

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

Grammatical Features

Students will be able to:

6.1.3 use, in **modelled** situations, specific grammatical elements:

- future tense
- prepositions with both dative and accusative
- sentence structure (subject, direct object, and indirect object)
- formal address (*Gehen Sie...*)

use, in **structured** situations, specific grammatical elements:

- verb position in subordinate clause (*dass, weil, als*)
- tense: present perfect (*Perfekt: bin gegangen, habe gesehen*) and past tense (*Präteritum: ging, sah*) including modals
- inversion for questions (*Hast du...?*) and adverbs of time and place (*Heute ist es...*)
- prepositions with accusative only and dative only
- sentence structure (subject and direct object)
- comparison of adjectives
- imperative (singular–*geh*, plural–*geht*)
- personal pronouns (accusative and dative)
- familiar separable verbs
- possessive pronouns (all)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Grammatical elements, which the student is able to use independently and consistently, are to be maintained for the duration of the student's bilingual programming.

Grammatical Frames*Students will be able to:*

- 6.1.3** use, in modelled situations, specific grammatical elements
use, in structured situations, specific grammatical elements
use, in independent situations, specific grammatical elements (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

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

Mechanical Features

Students will be able to:

6.1.4 use basic German mechanical features and apply these features for effect

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Print out simple sentences that have capitalization and punctuation errors. Students read the sentences and identify the errors. They then write the corrected sentences into their notebooks.
- Through Independent Writing, provide support and encourage students to experiment with and use basic mechanical features.
- As students read an assigned passage on a familiar topic, they mark all punctuation marks and capital letters with a highlighter pen. They compare their work with that of a classmate.
- Students prepare mini-lessons to share in class to review basic punctuation and capitalization.
- Students, working in small groups, study selections of children's literature to find examples of the various uses of capital letters, commas, quotation marks, and other punctuation. Students share their findings.

Mechanical Features*Students will be able to:*

- 6.1.4** use basic German mechanical features and apply these features for effect
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use basic mechanical features correctly?
- use basic mechanical features for effect?

 Checklists

Develop a checklist based on the Focus for Assessment criteria, and use the checklist to assess students' proficiency in using basic mechanical features. When this checklist is used regularly throughout the year, it shows progress over time.

 Conferences

Conduct conferences with students to determine their use of basic mechanical features, such as capitalization and punctuation. Refer to available work samples.

 Work Samples

Collect work samples from students to assess their progress in meeting the criteria set out in the Focus for Assessment.

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

Discourse Features

Students will be able to:

- 6.1.5** use basic German discourse features in oral, written, and visual texts, and apply these features for effect

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are given a list of discourse (transitional vocabulary) markers such as *trotzdem, deshalb, am Anfang, am Ende....*, etc. Students practise linking related sentences using transitional vocabulary.
- Students write a paragraph using a sequence writing graphic organizer. They are provided with a list of words to use in sequencing (e.g., *zuerst, dann, später, zuletzt*, etc.).

Discourse Features

Students will be able to:

- 6.1.5** use basic German discourse features in oral, written, and visual texts, and apply these features for effect (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use basic discourse features orally?
- use basic discourse features in written texts?
- use basic discourse features in visual texts?
- apply basic discourse features for effect in oral, written, and visual texts?

 Checklists

Develop a simple checklist based on the Focus for Assessment criteria. When making observations, note the context and record the date.

 Anecdotal Records

Use the Focus for Assessment criteria to observe and record students' recognition and use of basic discourse features in oral, written, and visual texts. Date and note specific examples to determine students' developing skills in this area.

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

Listening

Students will be able to:

- 6.2.1** listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to and view each other's *PowerPoint* presentations of a research topic.
- Students listen to a story either read by the teacher or played from a recording, and then retell the main points of the story to a partner.
- Students are told ahead of time that they will be role-playing one character of a story so they must listen closely to the story.
- Students view a presentation by another classmate in the bilingual program. Students later retell what they heard in the presentation to their classroom teacher.

Listening*Students will be able to:*

- 6.2.1** listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate understanding of an oral or media presentation in a structured situation?
- demonstrate understanding of an oral or media presentation in an unstructured situation?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Make observations as students listen and respond to lengthy oral or media presentations.

 Conferences

Meet with students to check on their understanding of key information they have heard during oral or media presentations.

 Learning Logs

Students record entries in a learning log following each oral presentation and discussion. The entries may include what students learned about the topic, how they felt about the ideas and information presented, and other questions they may still have about the topic. Conference with students to review responses and assess how they use their knowledge and listening strategies to learn.

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

Speaking

Students will be able to:

6.2.2 deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured situation

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students briefly speak on a class topic. For example:
Mein Lieblingssport
Meine Freizeitbeschäftigungen
Was ich am Wochenende gemacht habe
Was wir in der Schule machen
Wo ich wohne, usw.
- Students answer orally several pre-selected questions after reading a short passage in German.
- Students retell a story in their own words.
- Students share with the class special activities that they have done or will be doing (e.g., soccer game, baking, piano recital, etc.).
- Students rehearse and present common conversational scenarios that are on poster paper (e.g., going shopping, going to a movie).
- Students participate spontaneously in Sharing Circles focusing on specific topics.

Speaking*Students will be able to:*

- 6.2.2** deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured situation (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- spontaneously produce an oral presentation on a familiar topic?
- produce a prepared oral presentation on a familiar topic?

 Checklists

Develop a simple checklist based on the Focus for Assessment criteria to assess students' ability to produce prepared and spontaneous oral presentations.

 Rating Scales

In its *Languages Template* document, the British Columbia Ministry of Education states that when students present information orally, it is important to note the extent to which they:

- convey messages
- use body language or visuals to help make the meaning clear
- use a range of appropriate vocabulary and structures
- volume and intonation
- pronunciation
- fluency of delivery
- completeness of information
- understand simple questions about their topic
- attempt to answer questions in German

 Anecdotal Notes

Record information about students' skills and knowledge during specific sharing situations. Date and describe the context of each sharing. Review and note progress over time. For example, during Sharing Circle time, observe students sharing personal information, experiences, and opinions on topics under discussion. Some criteria may include:

1. application of classroom vocabulary taught/reviewed to the topics discussed
2. willingness to take risks with using German
3. correct pronunciation and grammar
4. active engagement in the activity

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

Reading

Students will be able to:

6.2.3 read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students choral read and discuss an article about school in Germany or a sports star.
- Students read an authentic or teacher-prepared comic strip and relate key points.
- Students read a short mystery and complete a web template of who, what, when, where, etc.
- Provide students with sentence strips on a familiar theme that they sequence to create a paragraph.
- Students recreate the main points of a text within an outline format.
- Students analyze the directions given in a recipe to understand the necessity of following the sequence of directions to attain the product.

Reading

Students will be able to:

- 6.2.3** read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- read and understand the main idea of a text dealing with a familiar topic in a structured situation?
- read and understand supporting details for text dealing with a familiar topic in a structured situation?

 Checklists

Develop a checklist based on the Focus for Assessment criteria.

 Conferencing

Confer with students using a variety of short texts and/or series of sentences. Talk with students about the strategies they used to construct and confirm meaning. Initiate conversations with students about the cueing systems and comprehension strategies they used. Use this information to guide instruction.

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

Writing

Students will be able to:

6.2.4 produce, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students write a journal entry.
- Students write a different ending to a story that is read in class.
- Students write a thank-you letter to a classroom visitor or read-in week reader.
- Students read a situation with a section missing in the middle of the story. They then write the missing section.
- Students write to a pen pal in a German-speaking country.
- Students produce their own version of a well-known story.
- Students “catch each other” being kind and write a note to those students they “catch.”
- After listening to a set story or poem, students provide a written addition to the story or poem or write possible dialogue between two characters.

Writing*Students will be able to:*

- 6.2.4** produce, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- spontaneously produce texts on familiar topics in a structured situation?
- spontaneously produce texts on familiar topics in unstructured situations?
- require guidance to produce text on a familiar topic in a structured situation?

Checklists

Create a checklist based on the Focus for Assessment criteria. All observations should be dated and the context of observations noted.

Rubrics

With students, generate descriptors for levels of performance that guide students in creating simple texts on a familiar topic. Specific behaviours may be outlined. Students' performances based on the rubric may be placed in their portfolios.

Portfolios

Students select samples of work that represent their ability to produce written texts in German on familiar topics. Students should be prepared to explain why they chose the texts that they did.

Work Samples

Collect samples of students' work to look for evidence that students are:

- conveying appropriate, complete information
- using and adopting structures they have learned
- using correct spelling for familiar vocabulary
- organizing material effectively
- choosing appropriate words and expressions
- solving problems they encounter by using classroom and other resources

(*Language Template*, Ministry of Education, Skills and Training, British Columbia, 1997.)

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

Viewing

Students will be able to:

6.2.5 view and understand a series of simple events and/or representations

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look at paintings by German painters on a theme and discuss.
- Students view a calendar of events or a timetable, and explain when things are occurring.
- Students view a video with or without sound and then relate the story.
- Students study the patterns used in embroidery. They choose a simple pattern and sew a bookmark for Mother's Day.
- Students play charades (guess the sentence, career, object).
- Students sequence pictures to form a story progression.
- Students sort pictures to find why they belong or why certain ones do not belong.
- Students pantomime events from their studies or holidays (e.g., explorers journeys, opening gifts, emotional situations).
- Students read comic strips with or without words.
- Students view wordless books to note how understanding is facilitated visually.
- Students plant flowers or bean seeds and map out the series of events and stages during their growth.
- Students view a number of posters or announcements advertising upcoming events in the German community, and answer questions about the event.

Viewing*Students will be able to:***6.2.5** view and understand a series of simple events and/or representations (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- view and understand a series of simple events?
- view and understand a series of simple representations?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Note the date and context for all observations. Review the checklists occasionally to assess progress over time and to guide instruction.

 Work Samples

Review students' work samples for evidence of understanding of simple events and representations in German.

SAMPLE RESOURCES

Picture books

Class guest with embroidery experience

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

Representing

Students will be able to:

6.2.6 create multiple representations of the same ideas, events and/or information

SAMPLE TEACHING AND LEARNING ACTIVITIES

- For a school event, students
 - create a school announcement
 - create posters
 - visit classes to advertise the event
 - take photographs for the event
- Students create a *PowerPoint* presentation including written text, maps, pictures, graphs, etc.
- Students research a career using written text, pictures, video, and a guest speaker.
- Students graph weather data.
- Students create a collage of the various cultural elements (e.g., food, holidays, music, sports, vocabulary of Great Britain, France, and United States).
- Students learn and apply symbols for editing written work. Students use editing symbols to edit a peer's writing.
- Students experiment with representing the same data (e.g., dates of historical events, in different formats, such as a timeline, a graphic organizer, a cartoon strip, a poster, etc.).

Representing*Students will be able to:*

- 6.2.6** create multiple representations of the same ideas, events and/or information
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- create multiple representations of the same ideas, events, or information?
- use a variety of representations?

 Checklists

Create a checklist based on the Focus for Assessment criteria to determine abilities to create multiple representations of the same ideas, events, or information. Date each observation and include its context. Review and note progress over time to guide conferences and instruction.

 Portfolios

Students select work samples that show different ways they have organized ideas and information. Students include reasons for choosing each work sample.

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

Register

Students will be able to:

6.3.1 use formal and informal language in familiar situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students role-play meeting and greeting various officials in their classroom using the proper and acceptable greetings in each situation (e.g., clergy, government officials, school officials, other guests, parents, other students, teachers).
- Students design mini-posters showing formal and informal language in familiar situations such as at school, in church, on a field trip, greeting a guest, etc. These posters are shared in class and may be posted and discussed. The posters may be reviewed prior to inviting a guest speaker or going on a class field trip.
- Students compare a range of different greeting cards and arrange them from high to low according to their level of formality.

Register*Students will be able to:***6.3.1** use formal and informal language in familiar situations (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize characteristics of familiar and formal language?
- use formal and informal language in familiar situations?
- project his/her voice at an appropriate level?
- remain on topic?

 Checklists

Use checklists based on Focus for Assessment criteria. Date all observations and note the context.

 Conferences

Keep notes on individual students' successes and challenges in adapting language. Share notes with the student and, together, make plans to improve. Conference with students to discuss participation and personal responsibility in the classroom and school community.

 Journals

Students reflect on what they have learned about the use of appropriate words and intonations by recording their thoughts in their journals. Model the process of reflecting and provide students with sentence starters to assist them.

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

Idiomatic Expressions

Students will be able to:

6.3.2 use learned idiomatic expressions to enhance communication

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Over time, write on a chart idiomatic expressions that come up in reading and viewing activities. The chart is displayed in the classroom and students role-play conversations using the expressions for the class.
- After students are introduced to a variety of idiomatic expressions, they illustrate the literal meaning of each idiom.
- Students compare and contrast German and English idiomatic expressions for similar situations.
- Students incorporate idiomatic expressions in their writing.

Idiomatic Expressions*Students will be able to:***6.3.2** use learned idiomatic expressions to enhance communication (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use learned idiomatic expression to enhance communication?
- use idiomatic expressions with confidence and ease?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date all observations and note the context of the observations.

 Anecdotal Notes

Record information throughout the year about students' abilities to understand and use simple idiomatic expressions in German.

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

Variations in Language

Students will be able to:

6.3.3 experience a variety of regional variations in language

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students view a video or listen to a tape where Bavarian, Austrian, and Swiss dialect is spoken.
- Students learn a song from Bavaria and study the words and variation in language.
- Invite students to write about the differences they experienced when listening to and participating in activities that involved regional variations in language. Students should reflect on what they found interesting, challenging, difficult, and rewarding. They should also reflect on and record strategies they used to comprehend in order to participate in the activities.
- Students listen to variations in language in guest speakers that visit the class during read-in week or classroom visits.

Variations in Language*Students will be able to:***6.3.3** experience a variety of regional variations in language (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize regional variations in language?
- actively participate in situations where variations of the German language are being presented?
- demonstrate understanding of/or interest in variations of the German language?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Date and record the context of each observation. Use these data to guide instruction and conference.

 Conferences

Conference with students about their experiences listening to regional variations in language. Ask students about what was challenging and interesting, and what strategies they used to aid comprehension. Review learning logs entries during the conference.

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

Social Conventions

Students will be able to:

6.3.4 recognize simple social conventions in informal conversation (e.g., for turn-taking)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students prepare and present a situation where they visit someone, or someone visits them.
- Students brainstorm and establish language ladders for expressing gratitude, disagreement, acceptance, refusal, etc.
- Students create a cartoon strip showing the appropriate and inappropriate use of social conventions in informal conversations. Examples of appropriate social conventions would include appropriate greetings, turn-taking, and politely disagreeing or refusing a request. Students share their cartoons in class.
- Students greet adults and school staff members who are visiting the classroom by using appropriate greetings, body stance, proximity, etc.

Social Conventions*Students will be able to:*

- 6.3.4** recognize simple social conventions in informal conversations (e.g., for turn-taking) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize social conventions in informal conversations?
- use simple social conventions in information conversations?

Observations/Anecdotal Notes

Observe and note students' skills in appropriately greeting adults and peers in the school or classroom. Note their awareness of and skill in using other appropriate social conventions when interacting with others, such as taking turns, disagreeing, interrupting, or refusing politely, etc.

Response Journals/Reflection Logs

Students record in their journals two or three important behaviours they need to remember and practise when interacting with others in German in a variety of contexts. Provide prompts such as *Wenn ich _____, muss ich _____*. *Ich muss merken....*

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

Non-Verbal Communication

Students will be able to:

6.3.5 use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., eye contact)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Informally coach students to use appropriate non-verbal behaviours on a daily basis.
- Students play charades to practise appropriate non-verbal behaviours.
- When role-playing given situations, students use actions and gestures to help convey meaning.
- When dramatizing a dialogue under study, students concentrate on using facial expressions, gestures, and actions to help convey meaning and replicate authentic conversations.
- Present examples of non-verbal communication in different situations such as drama presentations, television shows, and commercials. Students identify specific features such as facial expression, hand movements, whole-body movements, and eye contact. In small groups or as a class, discuss how specific features aided the presentation. When the students have become familiar with non-verbal cues, students can break into pairs or small groups to practise using a script provided by the teacher.
- Play clips of television shows or videos with the volume turned off in order to focus on the use of non-verbal cues while being sensitive to cultural practices and values. With students, discuss how these cues convey feelings, persuade, or express opinions. Students may be given situations to pantomime the use of non-verbal cues.

Non-Verbal Communication*Students will be able to:***6.3.5** use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., eye contact) *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use appropriate non-verbal behaviours in a variety of familiar contexts?
- use any inappropriate non-verbal behaviour?

 Anecdotal Records

Record examples to show how students applied knowledge of, and communicated understanding of, appropriate and inappropriate non-verbal behaviour both within and outside the school context.

 Conferences

Conference with students to check on their understanding of appropriate and inappropriate non-verbal behaviours.

 Response Journals/Reflection Logs

Following a class discussion, have students write about the difference between appropriate and inappropriate non-verbal behaviours in certain contexts based on what they viewed.

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

Cognitive

Students will be able to:

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning (e.g., group together sets of things—vocabulary, structures—with similar characteristics, identify similarities and differences between aspects of the language being learned and their own language)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, the students discuss the actual strategies they applied to complete the activity.

- Students examine a list of cognitive strategies and then brainstorm examples of strategies they have used.
- Students, working in small groups, create a Venn diagram to compare the rules of capitalization and punctuation in English and German.
- Using a familiar text passage, students highlight verbs, adjectives, and adverbs with highlighter pens and later sort these words accordingly.
- Using a familiar text passage, students identify and then categorize nouns according to their gender.
- Students play the vocabulary game *Ich packe meinen Rucksack*.

Cognitive*Students will be able to:*

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning (e.g., group together sets of things—vocabulary, structures—with similar characteristics, identify similarities and differences between aspects of the language being learned and their own language) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify and use a variety of cognitive strategies to enhance language learning?
- group sets of things such as vocabulary or structures with similar characteristics?
- identify similarities and differences between aspects of the German and English languages?
- use graphic organizers to make information easier to understand and remember?
- associate new words with familiar ones?

 Self-Assessments

Students can use a simple list of strategies for tracking usage and frequency. See Appendix IV of the Curriculum Framework.

 Checklists

Using a list of cognitive language learning strategies such as that in Appendix IV of the Curriculum Framework, keep a list of strategies to use with guidance or independently and track some for frequency.

 Portfolios and Conferencing

Students can select pieces where organizers were used or language patterns were tracked, etc. Conferences with students, reinforce the good use of strategies, and encourage the use of new strategies.

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

Metacognitive

Students will be able to:

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning (e.g., reflect on the listening, reading and writing process, check copied writing for accuracy)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- After using graphic organizers to organize information and ideas, students reflect on the effectiveness of graphic organizers in enhancing their language learning.
- Students maintain a learning log by reflecting on learning and recording major learnings on a regular basis.
- Students participate in goal-setting and self-assessment activities for listening, speaking, reading, and writing.
- Students select samples of their daily work for their portfolios to make observations and reflect on their progress in learning German.
- Invite students to discover how their daily effort in class will enhance their learning of German. At the end of the class, students are asked to rate their performance on aspects of their daily communication.

Metacognitive*Students will be able to:*

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning (e.g., reflect on the listening, reading and writing process, check copied writing for accuracy) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of metacognitive strategies to enhance language learning?
- use a variety of metacognitive strategies to enhance language learning?
- reflect on listening?
- reflect on reading?
- reflect on writing?
- reflect on and participate in goal-setting activities?

 Anecdotal Records

Select four or five students per class to observe as they solve problems, monitor their language learning, reflect on their strengths and weaknesses, identify their needs, and set goals for language learning. Observations should be made over different periods of time in different learning contexts. The information gathered should be dated and be used to enhance or modify future instructions.

 Conferences

Conference with students to share observations and to invite students to share their personal reflections on their progress as a German language learner. Discuss with students areas they have identified for improvement, and provide direction, encouragement, and feedback on progress.

 Self-Assessments

At the end of class, students use checklists to rate their performance on aspects of their daily oral communication. Items may include:

- I volunteered questions and information
- I practiced new vocabulary and patterns
- I talked only in German
- I tried to correct my mistakes
- I supported and encouraged others

See Appendix E.

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

Social/Affective

Students will be able to:

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning (e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or non-acceptance by more experienced speakers)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Following a self-reflection/assessment activity, students identify an area they want to improve on. Students are grouped according to their needs/wants and work together to improve the areas identified.
- Students search out a partner with whom to complete a newspaper assignment. Students select an article from a German newspaper and identify three interesting facts to report to the class. Students present the information visually with key words and phrases in German.
- Students participate in an Author's Chair activity by reading completed works or works-in-progress to classmates. After reading, the author asks for feedback from classmates, making use of vocabulary charts compiled earlier.

Social/Affective*Students will be able to:*

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning (e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or non-acceptance by more experienced speakers) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of social and affective strategies to enhance language learning (e.g., asking for feedback, try unfamiliar tasks)?
- use a variety of social and affective strategies to enhance language learning?
- experiment with language, vocabulary, and expressions?
- accept mistakes as a natural part of language learning?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and note the context of all observations. Review the checklists periodically to note progress over time.

 Anecdotal Records

When students are working on assigned tasks such as the newspaper assignment or Author's Chair, note the extent to which they:

- approach tasks with confidence
- persevere by trying different approaches or strategies when having difficulty
- tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge
- participate in the roles of author and audience.

 Self-Assessments

Students can use a simple list of strategies for tracking usage and frequency.

 Conferences

Conference with individuals or small groups of students about strategies that help them enhance their language learning when working with others. Provide positive feedback and support to help students identify and develop social/affective strategies.

 Portfolios

Sessions may be recorded for more detailed observations or for review with students during conferencing.

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

Interactive

Students will be able to:

- 6.5.1** identify and use a variety of interactive strategies (e.g., assess feedback from conversation partner to recognize when the message has not been understood)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- In pairs, Student A gives Student B very specific instructions to do or draw something. Afterwards, debrief with students all the ways that Student A could tell whether Student B understood.
- Show students a video of two people talking where one does not understand. Debrief with students how they can tell whether the two people understand each other.
- Students have a conversation with each other. They then report how they knew whether the partner understood the conversation. *Wie weißt du, ob dein Partner versteht?*
 - *einen leeren Gesichtsausdruck*
 - *ein Lächeln*
 - *ein Kopfnicken/ ein Kopfschütteln*
 - *ein Stirnrunzeln*
 - *ein Nicken*
 - *die Augenbrauen heben*
 - *das Richtige / das Falsche tun*
 - *das Richtige / das Falsche sagen/antworten*
- Students use W5 questions to access information from conversations with another student.
- Invite students to brainstorm a list of qualities of a good listener. These are written on a chart with accompanying illustrations or visual clues. The chart is posted in the classroom for future reference.
- Each student prepares a short 30-second oral presentation on their hobbies or after-school activities. Students, working with a partner, share their oral presentations. Then they return to a large group and share something that was shared by their partner. (Variation on the Think/Pair/Share strategy.)

Interactive*Students will be able to:*

- 6.5.1** identify and use a variety of interactive strategies, e.g. assess feedback from conversation partner to recognize when the message has not been understood
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- interpret and use a variety of non-verbal clues to communication; e.g., mime, pointing gestures?
- indicate a lack of understanding?
- ask for clarification?
- assess feedback from a conversation partner to recognize when the message has not been understood?
- try a different tactic when communication breaks down?

 Checklists

Develop a checklist based on the Focus for Assessment criteria to conduct a more structured assessment. All observations should be dated and the context for each noted. Note progress over time.

 Anecdotal Records

Observe students during their interactions with classmates. Assessment should focus on students' abilities to interpret and use non-verbal clues to communicate, and to use strategies modelled in class when communication breaks down. Date and record the context of the observations.

 Self-Assessment

A simple list of strategies can be used by the student for tracking usage and frequency.

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

Interpretive

Students will be able to:

6.5.2 identify and use a variety of interpretive strategies (e.g., use knowledge of the sound-symbol system to aid reading comprehension)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Using a familiar text, students complete a Cloze activity where nouns are omitted.
- Students complete a Cloze activity on a familiar topic in which verb endings have been omitted.
- Students use highlighter pens to focus on key words and concepts when reading an information text.
- Students, working in small groups, examine a collection of words and pictures related to a text or topic they will be studying in class. Students make predictions about the text and share their personal knowledge and experiences with their classmates.

Interpretive*Students will be able to:*

- 6.5.2** identify and use a variety of interpretive strategies (e.g., use knowledge of the sound-symbol system to aid reading comprehension) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of interpretive strategies to aid comprehension?
- use a variety of interpretive strategies to aid comprehension?
- use source/symbol system to aid reading comprehension?
- infer meaning of unknown words or expressions from contextual cues?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date and record the context of all observations. The data should be reviewed to note progress over time and to guide instruction.

 Anecdotal Records

Maintain running records of how students self-correct, use context cues, and make predictions to aid comprehension before and during reading. Observe students after reading to check if they can demonstrate understanding of what was read.

 Self-Assessments

Students can use a simple list of strategies for tracking usage and frequency.

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

Productive

Students will be able to:

6.5.3 identify and use a variety of productive strategies (e.g., use knowledge of sentence patterns to form new sentences)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Using the basic sentence structures from a dialogue or echo-acting activity, students create a new dialogue.
- Using either repetitive or cumulative stories as a model, students create their own story.
- Provide students with familiar sentence starters in written form and students complete the sentences to form a paragraph.
- After viewing different cultural texts such as alphabet books, numerical books, or holiday books, students create their own texts following a chosen pattern.
- After studying a poetic form, students follow the patterns found in the poem as a model for writing their own poem.
- Students use a variety of resources in the classroom, such as personal and commercial dictionaries, word charts, and grammar charts, to edit and revise an original text.

Productive*Students will be able to:***6.5.3** identify and use a variety of productive strategies (e.g., use knowledge of sentence patterns to form new sentences) *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of productive strategies to create new texts?
- use a variety of productive strategies to create new texts?
- use familiar sentence patterns to create new sentences?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

 Rubrics

Invite students to assist in creating assessment rubrics for new texts created. Some considerations should include the effective use of adjectives, adverbs, verbs, and descriptive nouns, and the students' ability to manipulate and apply knowledge of syntax, etc., in producing new texts.

 Self-Assessments

Students can use a simple list of strategies for tracking usage and frequency.

 Conferences

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the production strategies that were taught and practised in class.

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

Cognitive

Students will be able to:

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning (e.g., write down key words and concepts in abbreviated form—verbal, graphic, or numerical—to assist the performance of a learning task)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students, working in cooperative learning groups, complete a KWL chart before, during, and after researching a topic of interest.
- Students listen to a story and make note of key words that show the sequence of events, the main idea, the setting, or character traits.
- Students brainstorm a list of questions they want answered when completing a research project.
- When conducting research on a topic of interest, students seek information through a number of sources including libraries, Internet sites, individuals, and agencies.
- After reading a short, informational article in German, students develop abbreviations or symbols for key concepts to use during note-taking.

Cognitive*Students will be able to:*

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning (e.g., write down key words and concepts in abbreviated form—verbal, graphic, or numerical—to assist performance of a learning task) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of cognitive strategies to enhance general learning?
- use a variety of cognitive strategies to enhance general learning?
- focus on completing a learning task?
- use previously acquired knowledge or skills to assist with a new learning task?
- use graphic organizers effectively?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

 Self-Assessments

Students can use a simple list of strategies for tracking usage and frequency.

 Work Samples/Portfolios

Students select samples of completed work such as the KWL chart, mind map, or web that represent their ability to use graphic organizers effectively to help make information in German easier to understand and remember. Samples should reflect progress over time. Students should provide reasons for their choices.

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

Metacognitive

Students will be able to:

6.6.2 identify and use a variety of metacognitive strategies to enhance general learning (e.g., make a plan in advance about how to approach a task)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students complete a given task. They brainstorm the steps they will take to complete the task (e.g., write a biography, make a fruit salad, plan a class party).
- Students create a logical plan in advance about how to approach a task.
- On a personal goal-setting form, students not only set goals, but indicate how they will achieve them and what would happen if goals were not achieved.
- Students, with teacher guidance, develop criteria for evaluating their own work.

Metacognitive*Students will be able to:***6.6.2** identify and use a variety of metacognitive strategies to enhance general learning (e.g., make a plan in advance about how to approach a task) *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- reflect on learning tasks with guidance?
- realize their efforts can affect their learning?
- make a plan how to approach a task?
- identify their own needs and interests?
- manage the physical environment in which they work?
- keep a learning journal, diary, or log?
- decide to attend to a learning task?
- make plans in advance or before attending to a learning task?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

 Self-Assessments

Students can use a simple list of strategies for tracking usage and frequency.

 Response Journals/Reflection Logs

Guide students to reflect on the activities and Focus for Assessment criteria. Assist students in focusing on how they are performing and to provide the language to reflect on and communicate information in German. Provide frameworks that include sentence starters and rating scales. It may be necessary to have students reflect and write journal or self-assessment entries in English on occasion for students to express their thoughts clearly and concisely.

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

Social/Affective

Students will be able to:

- 6.6.3** 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)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students brainstorm a list of positive statements of encouragement they can use when frustrated by a task. They then role-play a variety of situations where these expressions can be used.
- Read students a selection that contains mistakes. They correct the mistakes as they hear them and realize that it is okay to make errors.
- Students brainstorm a list of positive and encouraging statements they can use when feeling frustrated at a task. Then they role-play a variety of situations where these expressions can be used.
- Invite students to brainstorm words and phrases that would assist them in working cooperatively with other students (e.g., *Bitte wiederhole ...*; *Ich bin dran. Reich' mir bitte ...*, etc.). These phrases are posted in the classroom for future reference.
- Students brainstorm a list of encouraging statements they can say to themselves at various times during the learning process.

Social/Affective*Students will be able to:*

- 6.6.3** 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) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- seek help from others?
- participate in cooperative group activities?
- be willing to take risks?
- support peers to help them persevere at learning tasks?
- use self-encouragement when experiencing difficulty?

 Anecdotal Records

Observe students as they work in cooperative groups to solve problems or complete assigned tasks. Target observations by selecting four or five students per class and one or two specific outcomes to observe. Develop a data-gathering system such as a clipboard for anecdotal notes, a checklist based on the Focus for Assessment criteria, or a video or audio recorder. All observations are dated and the context of the observation is noted.

 Self-Assessments

Students can use a simple list of strategies for tracking usage and frequency.

 Conferences

Conference with individual students or with a group of students to share observations, encourage students, and provide guidance and feedback.

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.

Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

7.1.1 identify the lifelong personal benefits of German language and culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students complete a questionnaire about what they feel they will gain for themselves by being in the German program.
 - *Warum ist es für dich wichtig, Deutsch zu lernen?*
 - *Warum ist es für dich wichtig über deutsche Feiertage und Traditionen zu lernen?*
 - *Warum ist es für dich wichtig, etwas über deutsche Geschichte zu lernen?*
- Students prepare a brief presentation on what they want to do when they grow up, why they would chose this career, and how German might help them in this career.
- Students prepare a *PowerPoint* presentation using school photographs of cultural events and information gathered through surveying students. Using prepared interview questions, students survey other German bilingual students about what they feel are the benefits of the German program.
- Students, working in small groups, prepare a video presentation talking about the German bilingual program (e.g., cultural activities, learning German, and the benefits of learning German).

Valuing German Language and the Cultures of German-speaking Peoples*Students will be able to:***7.1.1** identify the lifelong personal benefits of German language and culture (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify personal benefits of having knowledge of the German language?
- understand some of the benefits of second language learning?
- share ideas and opinions willingly?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Carefully observe students for evidence of their developing self-concepts as they interact with their classmates, work on projects, and share personal information. Date all observations and note their context. Review the checklist on a regular basis to note growth over time.

 Self-Assessments

Students complete self-assessments that indicate their recognition and appreciation of the German language and culture. Guide the students by providing prompts.

 Response Journals/Reflection Logs

After each activity, students record personal reflections in a journal. Review these entries and provide positive feedback and support where needed.

 Conferences

Conference with students to discuss participation, recognition, and appreciation of the German language and culture.

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.

7.1 Self-Identity

GRADE

5

Specific Outcome

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.2 recognize the uniqueness of a bilingual/multicultural education

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After brainstorming a list of benefits of a bilingual education, students design and write a 30-second commercial for the German bilingual program, outlining its benefits and uniqueness.
- Students, working in small groups, peruse a variety of promotional materials (e.g., brochures, videos, posters) for bilingual/multicultural education. They identify key points and messages and work as a class to translate this information into German. Students create a poster, brochure, advertisement, or short commercial to promote bilingual/multicultural school programs.

Valuing Bilingualism/Multiculturalism*Students will be able to:***7.1.2** recognize the uniqueness of a bilingual/multicultural education (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize the uniqueness of bilingual/multicultural education?
- demonstrate appreciation and respect for other cultures?
- actively participate in class activities and discussions of bilingual/multiculturalism?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 Anecdotal Notes

Record examples of the students' behaviours based on the Focus for Assessment criteria. Use the data to conference with students.

 Response Journals/Reflection Logs

Students respond to prompts to write in their journals. Prompts include:

Ein Land—viele Sprachen und Kulturen

Was wir heute gesehen/gelesen/gehört haben: _____

Was ich davon gelernt habe: _____

Was ich toll daran finde: _____

Was ich noch darüber lernen möchte: _____

 Self-Assessments

Students complete a self-reflection following involvement in an activity involving another culture. Respond to students' self-reflections with positive feedback.

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.

7.2 German Culture

GRADE

5

Specific Outcome

Historical Elements

Students will be able to:

7.2.1 explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [*St. Nikolaus*], music, dance, art, literature, food, etc.)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- On a map, students identify regions of German settlements in Canada.
- Students read an article discussing how the celebration of St. Nikolaus came to be. Then they answer written comprehension questions.
- Using a Venn diagram, students differentiate between St. Nikolaus and Santa Claus.
- Students bake St. Nikolaus cookies and learn St. Nikolaus songs.

Historical Elements*Students will be able to:*

- 7.2.1** explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [*St. Nikolaus*], music, dance, art, literature, food, etc.) (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore the historical roots of traditional cultural activities?
- actively participate in activities and classroom discussions?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

 Anecdotal Records

Observe how the students participate in activities and experiences that reflect traditional elements of the German culture, and include the context of all the observations.

 Self-Assessments

Students complete a self-reflection following involvement in a traditional German activity. The teacher responds to the students' self-reflections with positive feedback.

 Conferences

Conference with students to discuss and provide feedback regarding their participation and experiences in traditional German cultural activities.

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.

Contemporary Elements

Students will be able to:

7.2.2 explore elements in the immediate environment that reflect the contemporary features of German culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to German radio live on the Internet, focusing on contemporary music, news, weather, traffic reports.
- After having learned about the tradition of St. Nikolaus, students explore how St. Nikolaustag is celebrated today.
- After listening to a number of contemporary German songs, students compare and contrast contemporary music from North America versus Germany.
- After listening to a number of selections of German contemporary music, students vote their preferences and graph the results.
- Students study and learn the lyrics to a German contemporary song chosen as a favourite by the class.
- Share a biography about an interesting athlete, scientist, author, musician, or artist of German descent. Working in cooperative learning groups, students complete a follow-up activity (e.g., make a poster, create a display table, prepare an illustrated timeline, or a collage) using words and phrases highlighting that person's talents and contributions. Students invite other classes to visit and view their work.

Contemporary Elements*Students will be able to:*

- 7.2.2** explore elements in the immediate environment that reflect the contemporary features of German culture (see example above) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore elements in the immediate environment that reflect contemporary German culture?
- actively participate in classroom activities and discussions?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

 Anecdotal Records

Observe how students participate in activities and experiences that reflect contemporary elements of the German culture, and include the context of all the observations.

 Conferences

Conference with students to discuss and provide feedback regarding their participation and experiences in contemporary German language and cultural activities.

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.

7.2 German Culture

GRADE

5

Specific Outcome

Diversity

Students will be able to:

7.2.3 explore the diversity of German culture at the school level

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students discuss various German traditions celebrated and practised, and compare similarities and differences.
- Students interview other teachers and German-speaking parents in the school, asking questions about how they celebrate German traditions. Results of the interviews are compiled, discussed, and represented on a graph or in a diagram.

Diversity*Students will be able to:***7.2.3** explore diversity of German culture at the school level (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore diversity of the German language and culture?
- demonstrate an understanding and appreciation for diversity in the German language and culture?

 Checklists

Observe students in activities where there is cultural and linguistic diversity. Develop checklists based on students' participation, recognition, and understanding of diversities. Observe students as they engage in discussion. Date and include the context of each observation.

 Anecdotal Records

Record examples of the students' behaviours based on the Focus for Assessment criteria. Use the data to conference with students.

 Conferences

Conference with students to discuss and provide feedback regarding students' skills at identifying diverse elements of the German language and culture.

 Response Journals/Learning Logs

After each activity, students record personal reflections regarding the diverse elements of the German language and culture. Review these entries and provide positive feedback and support where needed.

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.

7.2 German Culture

GRADE

5

Specific Outcome

Change

Students will be able to:

7.2.4 explore and reflect on change in German culture within the family and community

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students interview grandparents or other older guests to the classroom, focusing on how they celebrated German traditions when they were children. Students then compare this with if and/or how they celebrate the same tradition today.
- Students identify German cultural celebrations and traditions that exist in Canada but are not widely celebrated in Germany (e.g., *Oktoberfest*, *Schuhplattler*).

Change*Students will be able to:***7.2.4** explore and reflect on change in German culture within the family and community (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore change in the German language and culture?
- reflect on change in the German language and culture?

 Anecdotal Records

Record examples to show how students identified changes in the German language and culture. Date and record the context of the observations.

 Checklists

Develop checklists based on the ability of students to identify changes in the German language and culture over time. Date and record the context of the observations.

 Conferences

Conference with students to determine their skill in reflecting on and identifying changes in the German language and culture over time. Provide feedback and guidance.

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.

Valuing Diversity

Students will be able to:

7.3.1 explore, compare, and reflect on the personal significance of diversity in Canada

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are twinned with another class in the school outside the German program to work together on a common activity (e.g., do a holiday craft).
- After completing a personal likes/dislikes survey, students in the classroom will be partnered to share their information.
- Students brainstorm the different foods they have eaten and/or different cultural practices they have adopted into their own lives. For example:

| | |
|-----------------------|-----------------------|
| Food: | Cultural: |
| Chinese (chow mein) | German Christmas tree |
| Ukrainian (varenkyky) | Sing Channuka songs |
| Italian (pasta) | Native moccasins |
| Arabic (tabouleh) | |
| Indian (curry) | |
| Jewish (Blintz) | |
- Students invite a class studying a different language to share their culture with the class. After the discussion, students can do a journal entry or prepare a visual presentation on the event and what they learned.
- Students study where one can purchase and/or sample German foods and compare to other cultures (e.g., Crusty Bun, Gasthaus Gutenberger).
- Invite a guest speaker to talk to the class to give the students an opportunity to explore similarities between the Aboriginal and German cultures, or another culture. Students then create a Venn diagram.
- Students survey how foods from different cultures have been integrated into Canadian culture.
- Students are encouraged to attend multicultural concerts and celebrations, such as a Christmas around the world concert, either during or after school hours. They then report back to class about their experiences (e.g., *Christkindlmarkt*).

Valuing Diversity*Students will be able to:***7.3.1** explore, compare, and reflect on the personal significance of diversity in Canada
*(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore, compare, and reflect how diversity impact on him/her?
- explore, compare, and reflect on diversity in Canada?

 Checklists

Create checklists to determine students' developing skills in exploring diversity and in reflecting on its significance to them. Positive feedback and suggestions are provided to students.

 Self-Assessment

Review students' self-reflections to determine if their comments coincide with actual behaviours.

 Conferences

Conference with a pair of students to determine and discuss results of the Venn diagram that they created. Provide feedback and suggestions.

 Response Journals/Reflection Logs

Respond to students' dialogue journals to help them identify and clarify their understanding of diversity. Students record their reflections on its significance to themselves. Review these entries and provide positive feedback and support where needed.

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.

7.3 Building
Community

GRADE

5

Specific
Outcome

Valuing Similarity

Students will be able to:

7.3.2 explore, compare, and reflect on common human needs and experiences of Canadians

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, working in small groups, research places of worship (temple, church, synagogue, mosque, etc.).
- Students work in groups to create a collage demonstrating the needs of people in different cultures. They discover that human needs are all similar (e.g., love, food, shelter, clothing, laws, transportation, etc.).
- In small groups, students research the various cultural groups and organizations that exist in their community, their province, and in Canada.

Valuing Similarity*Students will be able to:***7.3.2** explore, compare, and reflect on common human needs and experiences of Canadians (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore common human needs and experiences of Canadians?
- compare the needs and experiences of Canadians?
- reflect on common needs and experiences of Canadians?

 Checklists

Create checklists to determine students' developing skills in appreciating similarities and in reflecting on its significance to themselves. This data can be used for conferencing.

 Anecdotal Records

While observing students working in groups to complete tasks, note and record the comparisons students make between the needs and experiences of people in different cultures and the similarities students notice. Date and record the context of observations.

 Response Journals/Reflection Logs

Respond to students' dialogue journals to provide positive feedback and support in regards to their reflections on the activity and its significance to them.

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.

Contributing to Community

Students will be able to:

7.3.3 develop skills that promote co-operation and mutual respect within the classroom and the school

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in a character education program in the school.
- Students volunteer to help in the bilingual Kindergarten classroom or to serve as a school patrol or student secretary.
- Students are twinned with another class in the school outside the German program to work together on a common activity (e.g., create a holiday craft).
- After completing a personal likes/dislikes survey, students in the classroom are partnered to share their information.
- Invite students to brainstorm a list of positive feelings that they could share with:
 - parents
 - friends
 - classmates
 - teachers

Using these words and phrases, students design thank-you cards to express appreciation to others.
- The class decides on a community service project to undertake. Students create webs or checklists to determine the different people who could benefit from the project.

Contributing to Community*Students will be able to:***7.3.3** develop skills that promote co-operation and mutual respect within the classroom and the school (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate skills that promote co-operation and mutual respect within the classroom and the school?
- participate in group debriefing?
- participate in self-reflection?
- identify personal behaviours that contribute to group success?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Dates and record the context of the observations.

 Anecdotal Records

Record examples of students' behaviours when helping others.

 Self-Assessments

Students complete self-assessment forms to self-report on their experiences when they helped others and the results. Alternatively, the whole class may assess how beneficial the class community service project was. Students may be asked to use key words and graphics to describe at least two ways each person or group of people benefited. Finally, students reflect on their personal contribution to the success of the community service project undertaken by the class.

 Journals

Students respond to prompts to write in their journals. Prompts include:

- *Heute habe ich ____ geholfen ____ zu ____.*
- *Dabei habe ich mich ____ gefühlt.*
- *Dadurch habe ich auch etwas über die Hilfsbereitschaft gelernt, nämlich ____.*

Engage students in written dialogue to give positive feedback and suggestions.

 Conferencing

Assessment may be conducted by conferencing briefly with individual students, noting the following:

- engagement in co-operative learning tasks
- interest in and enthusiasm for the task
- interest in classmates' contributions

 Quick Checks

Use a Quick Check to determine how students feel about the way they worked on a cooperative activity. Students show a “thumbs up” if their group worked well. They show a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick Checks may be used when time does not permit using an extended checklist

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.

Responsible Citizenship

Students will be able to:

- 7.4.1** recognize the positive and negative aspects of the consequences of their actions; demonstrate honesty and reliability in a variety of situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create/write situational sketches. They rehearse these and present to the class or to other classes in the school. Examples include:
 - a) cheating on a test
 - b) choosing between family and friends
 - c) lying to a parent or teacher to avoid consequences
 - d) how to explain to a parent about putting a baseball through the car window
- Students, working in small groups, do a study of a German fable (e.g., *Till Eulenspiegel*), and discuss the actions of the characters and the results or impact that the actions have on others.
- Invite students to discuss the qualities of honesty and reliability in a variety of situations, and to share personal ideas and experiences. As students discuss these qualities, jot down words and phrases in German. Students create mini-posters to promote responsible behaviour using illustrations and sentences.

Responsible Citizenship*Students will be able to:*

- 7.4.1** recognize the positive and negative aspects of the consequences of their actions; demonstrate honesty and reliability in a variety of situations (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize the positive and negative aspects of the consequences of his/her actions?
- demonstrate honesty and reliability in a variety of situations?
- show a willingness to accept responsibility for his/her actions?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Observe students as they engage in activities that demand decision-making and choices.

 Self-Assessments

Students complete self-assessments that indicate their ability to make decisions and their willingness to accept responsibility for their actions and behaviours.

 Conferences

Conference with students to reinforce positive behaviour and to provide feedback on students' abilities to make informed decisions. Check for discrepancies between student's self-assessments and the behaviours that are actually observed.

 Work Samples

Assess students' posters, looking for evidence that the information is:

- accurate and complete
- displayed in a logical way to enhance meaning
- written in correct German

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.

Interdependence

Students will be able to:

7.4.2 examine the role of the individual in group activities; reflect on effectiveness of own contributions

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create and complete a self-evaluating checklist for use after working in a group (e.g., *Mein Beitrag ...*). Refer to 5.2.2 for examples in German.
 - I listened to the ideas of my group members.
 - I expressed my opinions politely.
 - I complimented others' ideas.
- Invite students to help decide on various group roles and the responsibilities of each role. As students brainstorm roles and responsibilities, write ideas onto a Roles and Responsibilities chart. Some roles may include recorder, explainer, encourager, summarizer, and timekeeper.

Die Person ist verantwortlich fürs:

- *Schreiben/Aufschreiben-Notieren*
- *Erklären*
- *Ermutigen*
- *Zusammenfassen*
- *auf die Zeit achten*

Discuss the various roles with students and how they can choose roles for different group tasks.

Interdependence*Students will be able to:***7.4.2** examine the role of the individual in group activities; reflect on effectiveness of own contributions (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- work willingly in a group?
- accept and carry out the role assigned?
- have knowledge of various roles and responsibilities?
- reflect on his/her contributions to group activities?
- examine his/her role in group activities?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Record such information as date, students' names, roles, and comments about cooperative behaviour that was observed.

 Self-Assessments/Self-Reflections

Invite students to discuss and write reflections about what was done well and what could have been done better regarding the role they assumed in the group. They can refer to the Roles and Responsibilities chart developed when beginning the group work.

 Conferencing

Conference with students to provide feedback on their development in taking roles and sharing responsibilities as a cooperative group member.

SAMPLE RESOURCES

Book: *Die dicksten Freunde der Welt*

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.

Intercultural Skills

Students will be able to:

7.4.3 accept differences in others' characteristics and abilities

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students write positive messages about each other on a pennant, lined paper, or card.
- Students choose names from a hat and write anonymous friendly letters or cards telling the person what strengths/personable traits they have recognized.
- Students create colourful posters showing the various ways they help their peers in class (e.g., read to your classmate; write for your classmates; help them spell words; help them organize their materials; treat classmates with respect, including all classmates in activities).
- Students work in heterogeneous groups to complete an assigned task.
- Students are paired with a younger student for buddy reading.
- Students serve as a mentor to assist a younger student in a computer activity.
- Students complete a story map of a text in which someone is at first not accepted but later gets accepted by a particular group. Students list barriers to and benefits of the acceptance of others.

Intercultural Skills*Students will be able to:***7.4.3** accept differences in others' characteristics and abilities (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize the differing abilities and characteristics among his/her peers?
- accept differences in the abilities and characteristics among his/her peers?

 Checklists

Observe students in a variety of contexts over time to determine whether they recognize and accept differences in the abilities and characteristics of others. Review data using a checklist based on the Focus for Assessment criteria to note students' behaviours over time.

 Anecdotal Records

Observe and make anecdotal notes to record students' behaviours during a variety of activities that involve working with others to assess their acceptance of differences in the characteristics and abilities of others.

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.

Future Opportunities

Students will be able to:

- 7.4.4** identify personal strengths and areas for further development; establish personal goals and action plans

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students engage in a weekly goal-setting exercise.
- Students visit a Grade 6 class and interview those students to find out what skills are necessary to be successful in Grade 6. Students then make a personal plan to set goals they will work on (e.g., over the summer).
- Provide frequent opportunities for students to reflect on key concepts and useful information they have learned and to set personal goals, particularly for oral communication. For example, students start each class by noting daily goals for:

Meine Zielsetzung

- *Heute werde ich mit ___ Personen auf Deutsch sprechen.*
- *Heute werde ich mich ___ Mal laut in der Klasse melden.*
- *Heute werde ich ___ neue Vokabeln oder Strukturen wenigstens fünf Mal gebrauchen.*

At the end of each class, students could review their goals and record the extent of their success.

- Students brainstorm a list of personal goals a Grade 5 student might have. Record, in German, the students' ideas onto chart paper. Working with a partner, students classify the list of goals as short-term and long-term goals. Students choose one short-term and one long-term goal and, on a goal-setting sheet, write up their goal and action plan. Students should reflect on what would happen if they didn't achieve their goals.
- Students choose a work sample to include in their portfolio. They attach a simple form indicating why they chose the work sample.

Future Opportunities*Students will be able to:***7.4.4** identify personal strengths and areas for further development; establish personal goals and action plans *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify his/her individual strengths?
- identify areas for further development?
- establish personal goals and action plans?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date and note the context of all observations.

 Self-Assessments

Students reflect on their progress toward meeting their personal goals using simple sentence starters or forms.

 Response Journals/Reflection Logs

Using the monitoring sheet developed in class, students write one or two short sentences reflecting on their progress toward achieving their goal

 Conferences

Meet with students to discuss their progress towards the goals they set for themselves at the beginning of the year. Provide feedback, offering suggestions and encouragement.

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

Express Ideas

Students will be able to:

- 1.1.1** use exploratory language to discover own interpretations; share personal responses

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look at a picture of a crime scene and, in their journals, write what they think has happened. They share their responses with a partner.
- After students read a book or article, they share ideas about the story and illustrations and invite other students' responses.
- Students compare and contrast similarities and differences.
- In small groups, students dramatize a dialogue they have written and rehearsed.
- Students write a critique of a play or presentation they have attended in the form of a review for a newspaper. They share their responses with a partner or group.
- After reading a short story or news article in German, students write a short critique using a template developed in class.
- Students poll one another about their opinions on a topic or theme. Results may be graphed or summarized in written form.
- Students dialogue with peers via journal entries on topics of interest or concern. Interactions may include raising questions about an entry, expressing enjoyment, expressing empathy, sharing similar experiences, or asking for clarification.
- Students participate in an Inside/Outside Circle activity. Invite students to form two circles, one circle inside the other circle. When the music starts, students in the circles turn to face one another. Then, students in each circle walk in opposite directions. When the music stops, pose a question or a topic for students to discuss and share information. Students share information in German before the music starts again. Some topics may include favourite sports, subjects in school, after-school activities, favourite holidays, etc.

Express Ideas*Students will be able to:*

- 1.1.1** use exploratory language to discover own interpretations; share personal responses (*continued*)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- demonstrate willingness to share personal responses?
- make connections and predictions based on personal experiences?
- reflect upon personal experiences and interpret information and experiences?

Checklists for Group Processes

When students are engaged in activities in which they exchange or share information or experiences, base observations on student discussion behaviour on criteria that are familiar to the students, such as:

- *beteiligt sich aktiv*
- *gibt Beispiele aus persönlicher Erfahrung*
- *stellt Fragen, um die Erfahrungen anderer zu hören*
- *lässt andere an die Reihe kommen*
- *spricht fehlerfrei*
- *spricht ohne viel zu zögern*
- *hält das Gespräch in Gang*
- *ist bereit, sprachlich Neues zu probieren*

Anecdotal Records

Observe students in a variety of settings as they engage in communication to share personal responses, and note the context in which they appear to feel most comfortable with sharing. Select individual students to observe as they work. Students should be aware of the criteria upon which they are being assessed.

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

Consider Others' Ideas

Students will be able to:

1.1.2 select from others' ideas and observations to develop thinking and understanding

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Working with a partner, students explain what they see happening in a picture or story starter.
- Students sequence the text or illustrations from a story or from a dialogue under study.
- Students take notes of peers' reports and they add to their own.
- Students keep a journal in which they summarize what they have learned either through their own study or from other students.
- Students conduct a survey of their classmates to find out how many support and how many are against the new bicycle helmet bylaw.
- Upon completion of a study comparing education in Canada and another country, students summarize information by completing a relationship frame.

| Das Schulsystem | |
|---------------------------|--------------------------------|
| Name: _____ Datum: _____ | |
| Das Schulsystem in Kanada | Das Schulsystem in Deutschland |
| Eine Zusammenfassung | |

- Invite students in small groups to exchange ideas for fun things to do on a Saturday afternoon. Then have them prepare dialogues with a partner in which they plan activities together, exchanging opinions and giving reasons for their choices.
- Students work in small groups or pairs to discuss their impressions of a class outing using pre-established criteria and familiar vocabulary. After the discussion, one representative from each group summarizes the group's three most memorable experiences to the whole class.

Consider Others' Ideas

Students will be able to:

1.1.2 select from others' ideas and observations to develop thinking and understanding
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- demonstrate willingness to listen to others' viewpoints?
- make connections and comparisons between personal responses and the responses of others?
- choose selectively from others' responses and ideas?
- remain on topic?
- demonstrate increasing flexibility and ability to see other points of view?
- integrate past knowledge and experience with new viewpoints?
- demonstrate metacognitive awareness?
- check others' views for accuracy?

Checklists

Use criteria familiar to the student. Date observations and note progress over time. A sample could include the following:

| Schülername | hört anderen zu | stellt Fragen | spricht freiwillig Deutsch | bleibt am Thema |
|-------------|-----------------|---------------|----------------------------|-----------------|
| | | | | |
| | | | | |

Anecdotal Records

Observe students in a variety of contexts as they seek out others' viewpoints. Make brief notes to record observations, and later transfer these (on self-stick labels for example) to the students' files. The date and context of the observations are included.

| Sample Anecdotal Record | | |
|-------------------------|-------------------|-----------------|
| | Contributed Ideas | Maintains Topic |
| Andrea | x x x x | x x x x |
| Stefan | x x x | x x |
| Peter | x x x x x x | x x x x x x |
| Monika | x | x |

Response Journals/Reflection Logs

Students record their ideas before a discussion about a news item and their views after the discussion.

Conferencing

Conference with students in a variety of contexts. Ask students if they actively seek others' viewpoints to build on in developing their understanding and personal responses.

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

Experiment with Language

Students will be able to:

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading a book of their own choice, students choose an effective way to share the book. They can:
 - make a soap sculpture of the main character.
 - create a mobile, illustrating five major events.
 - write a letter to a friend, describing opinions and feelings about the book and whether or not the friend should read the book.
 - make a movie poster, sharing information about the book.
- Provide students with a range of RAFTS to choose from.
- Students make a coat of arms about themselves.
- Students rewrite the end of a story.
- Students write a letter to the author, making suggestions or simply write a personal response to the novel.
- Students write a character description in the form of a “Most Wanted” poster for the main characters from a book or story read in class.
- Students keep samples of their work in their personal portfolios that reflect their use of forms of writing and their understanding of content.
- After reading a story in German, students pantomime feelings or dramatize their favorite part of a story. This may be presented as a Reader’s Theatre piece.
- Students write concrete poems using new vocabulary learned in class.
- During a field trip, use a digital camera to take pictures that students later use to prepare a photo essay. Working in small groups, students arrange the photographs and write captions to accompany each photo. They may also include a short, written summary of the field trip.

Experiment with Language*Students will be able to:*

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use a variety of forms?
- use forms correctly?
- demonstrate willingness to experiment with language and forms?
- demonstrate effective use of language in authentic compositions?

 Checklists or Rubrics

Use checklists to guide students through a process of experimentation with language or to specify criteria for a specific form. When students make presentations they have practised, such as a Reader's Theatre presentation, criteria may focus more on fluency and accuracy. Criteria may include:

- presentation is fluent
- pronunciation and intonation are appropriate and support communication
- message is comprehensible
- gestures and voices are appropriate and support communication
- grammar is correct
- student appears to enjoy experimenting with this form

 Anecdotal Records

Observe students' range of activities, risk-taking behaviours, and growth of skills as they work with others and experiment with new forms of self-expression. Record observations, including the context and date.

 Conferences

Have students discuss their experiences with a variety of new forms of self-expression. Encourage students to identify their strengths and target areas for improvement. Have them identify new forms with which they would like to experiment.

 Work Samples

Work samples provide evidence of students' experimentation with a variety of forms.

 Self-Assessments

Students keep track of forms they produce over the year.

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

Express Preferences

Students will be able to:

- 1.1.4** assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms

SAMPLE TEACHING AND LEARNING ACTIVITIES

- In groups, students meet biweekly for a book/story talk. They share their opinions about what they have been reading at school or home (e.g., picture books, magazines, novels, information books).
- Students read the book and view the movie of the same story. They make a Venn diagram to show the similarities and differences between the book and movie. They discuss which version they preferred.
- Discuss the quality of the source of information (e.g., newspaper, Internet, books).
- Students look at different forms of advertisements (e.g., newspaper, television commercials, magazines, billboards). Students then express their preference and then make one of their own.
- In small groups, students participate in a book talk and express why they prefer a certain author or genre.
- Students write a book review using predetermined guidelines.

Buchbericht

1. Was ist der Titel des Buches und wie heißt der Autor?
2. Wie heißen die Hauptpersonen?
3. Erzähle über den Schauplatz der Geschichte (Zeit und Platz).
4. Welche Buchart ist es? (Detektivroman, Sportroman, Abenteuer, Fantasieroman, Science Fiction).
5. Erzähle etwas Lustiges, Schreckhaftes oder Spannendes, das in der Geschichte passiert ist.
6. Was gefällt dir, oder was gefällt dir nicht an dieser Geschichte?
7. Wo kann man sich dieses Buch ausleihen?
8. Bewerte diese Geschichte von 1 bis 5 (beste) und gib einen Grund für deine Bewertung.
9. Wem würde dieses Buch gefallen und warum?

- Students interview one another about favourite oral, literary, and media texts.

Express Preferences*Students will be able to:*

- 1.1.4** assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize and select preferred forms?
- collect and organize favourite forms?
- identify strengths in their own work?
- identify areas for improvement?
- express preferences clearly?
- demonstrate willingness to share preferences?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Note students' development of their ability to share responses to favourite forms of texts.

 Anecdotal Records

Record students' successes or problems with various text forms. Observe students as they discuss in German their personal collections of oral, literary, and media texts. Note if students can identify their strengths and areas that need improvement. Focus on students' willingness to participate and to use guidelines to analyze forms of texts.

 Conferences

Discuss students' literary journal records and their preferences for a particular form of text. Record the student-produced commercial for their favourite German book or story. View the recordings with students to assess their abilities to give reasons for selecting a favourite text and to share willingly and confidently.

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

Express Preferences

Students will be able to:

1.1.4 assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students share with their classmates their favourite compositions. Classmates provide feedback in either oral or written form.
- After viewing a short television program from Germany, students write a review using predetermined guidelines.

Fernseh oder Filmbericht

1. Wie heißt der Film oder das Fernsehprogramm?
2. Wer sind die Hauptpersonen?
3. Welche Art Film oder Programm ist es? (Detektiv, Abenteuer, Science Fiction ...)
4. Erzähle etwas Lustiges, Schreckhaftes oder Spannendes, das in dem Programm oder Film vorkommt.
5. Was hat dir gefallen, oder nicht gefallen?
6. Auf welchem Kanal, an welchem Tag und zu welcher Uhrzeit, oder wo kann man dieses Programm oder diesen Film sehen?
7. Bewerte diese Geschichte von 1 bis 5 und gib einen Grund für deine Bewertung.
8. Wem würde dieses Programm oder dieser Film gefallen? Warum?

- Students choose favourite German books from the library and create advertisements for them using illustrations, words, and short phrases that are posted on the bulletin board in the library. Students use vocabulary lists from the classroom developed during a brainstorming activity to assist them in creating advertisements. The advertisements can also be designed in the form of TV commercials and recorded.
- The class sets up a class binder for mini-reviews of German books, stories, folk tales, and videos. Each student is required to contribute a specified number of reviews during each assessment period. Provide forms for each type of review, based on predetermined guidelines.

Express Preferences*Students will be able to:*

- 1.1.4** assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES
 Self-Assessment

Have students review and reflect on their personal literacy records and their peer conferencing records. Help students note and talk about how they shared a variety of texts. This could be a monthly review. A self-reflection sheet similar to the following could be used.

| |
|--|
| <p>Name: _____ Datum: _____</p> <ol style="list-style-type: none"> 1. Diesen Monat habe ich _____ Bücher, _____ Zeitschriften, und _____ Texte auf dem Computer gelesen. 2. Diesen Monat habe ich _____ Geschichten angehört. 3. Der Text, der mir am meisten gefallen hat war _____. 4. Diesen Monat habe ich meinen Freunden _____ verschiedene Texte empfohlen. 5. Ich habe meine Freunden diese Texte empfohlen weil _____ _____. |
|--|

 Portfolios

Students choose a favourite piece of text and record responses for the choice. This is an ongoing assessment tool.

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

1.1 Discover and Explore

Specific Outcome

Express Preferences

Students will be able to:

1.1.4 assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading a book or story, students share it with and gather reactions from peers.

| Meine Lieblingstexte | | | |
|----------------------|---------|-------------|----------------------------------|
| Name _____ | | Datum _____ | |
| Titel | Textart | Partner/in | Wie mein Partner Den Text findet |
| | | | |
| | | | |
| | | | |
| | | | |

Express Preferences*Students will be able to:*

- 1.1.4** assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

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

Set Goals

Students will be able to:

- 1.1.5** assess personal language use, and set personal goals to enhance language learning and use

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students ask questions about their own writing to set new writing goals. For example:
 - *Habe ich meine Information in Absätzen gegliedert?*
 - *Sind alle Geschehen in der Geschichte in einer logischen Reihenfolge?*
- Students use the notes in their reading logs to help them choose new books to read.
- Students set goals for reading time:
 - *Ich werde jeden Tag ein Buch lesen.*
 - *Ich werde jedes Buch, das ich gelesen habe, auflisten.*
- During report card reporting time, students set personal goals for language learning
- Students keep a collection of their work in German in a personal portfolio. They periodically review evaluated assignments and, based on the comments, describe two strengths of the work and set improvement goals for the next assignment.
- Students review their reading records at regular intervals and complete information slips to tell what they have accomplished and to set goals for the future.

| |
|--|
| Monat _____ |
| Name _____ |
| <ol style="list-style-type: none"> 1. Diesen Monat habe ich _____ Bücher gelesen. 2. Diesen Monat habe ich _____ Bücher meinen Klassenkameraden empfohlen. 3. Nächsten Monat werde ich _____ Bücher lesen. 4. Mein Lieblingsbuch diesen Monat war _____, weil _____. |
| Lehrerkommentare: |

Set Goals

Students will be able to:

- 1.1.5** assess personal language use, and set personal goals to enhance language learning and use (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify personal strengths and areas for improvement in language use?
- set criteria to assess language skills and strategies?
- identify appropriate goals for enhancing his/her facility with language?
- use appropriate terminology when discussing language learning and setting goals for improvement?
- demonstrate willingness to monitor personal language learning?

 Anecdotal Records

Anecdotal record provides information regarding a student's German language development over time.

 Self-Assessments

Allow students time to self-assess their progress towards achieving their German language-learning goals. Students use a self-assessment form that is generated in class or one that is provided by the teacher (see Appendix E for examples). Check German BLMs for samples of self-assessment instruments. (See *German Language Arts Kindergarten to Senior 4: A Teacher's Resource of Templates and Blackline Masters*.)

 Conferences

Students conference with the teacher, other adults, and peers to help set realistic goals. Provide time on a regular basis for reflecting on language learning and goal-setting. During the teacher-student conference, initiate a contract with the student that focuses on specific areas of enhancement. Alternatively, conduct a language learner interview to determine how students view themselves as learners. Students may be asked to:

- describe language learning strategies
- tell why and how the strategies helped them
- tell why they use the various strategies
- describe what they can do well
- describe areas they would like to improve on

 Work Samples

Collect work samples of self-reflections and responses that provide evidence of goal-setting.

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

Develop Understanding

Students will be able to:

- 1.2.1** use prior knowledge and experiences selectively to make sense of new information in a variety of contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After learning about German school systems, students compare and contrast with their own, and express preferences.
- Students use a story frame to represent the key elements of a German folk tale they are reading. They take part in a class discussion of the story.

| | | | |
|--|--|---|--|
| Schauplatz Europa, lange her | Hauptfiguren Aschenputtel, Stiefmutter, Prinz | Konflikt Aschenputtel muss den Haushalt für ihre böse Stiefmutter führen. | Lösung Aschenputtel heiratet den Prinz. |
|--|--|---|--|

Hauptgeschehen

1. Aschenputtels Mutter stirbt.
2. Die Stiefmutter misshandelt Aschenputtel.
3. Aschenputtel pflanzt einen Haselnussbaum auf Mutters Grab und wässert ihn mit Tränen.
4. Aschenputtel darf nicht zur königlichen Feier mitgehen. Sie muss Linsen aus der Asche sammeln.
5. Die Tauben im Haselnussbaum helfen ihr beim Linsensammeln und geben ihr ein herrliches Kleid aus Gold und Silber.
6. Drei Abende geht sie zur Feier, tanzt mit dem Prinz und verschwindet.
7. Der Prinz findet ihren goldenen Pantoffel. Weil er Aschenputtel passt, heiratet er sie.

- In small groups, students brainstorm and record what they know about sharks on a KWL (WML) chart. They read a short informational article and, upon completion, add new information to the chart.
- Before students read, view, or listen to a text, they write on an “admit slip” what expectations they have for the text. At the end of this work, students fill in an “exit slip,” summarizing the connections they made between prior knowledge and experience.

Develop Understanding*Students will be able to:*

- 1.2.1** use prior knowledge and experiences selectively to make sense of new information in a variety of contexts (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- make connections between prior knowledge and experiences and new understandings?
- discuss the importance of accessing prior knowledge and revising understanding based on new information?

 Conferencing

Discuss with students the importance of reflecting on prior knowledge and experiences when faced with new learning experiences. Students should be encouraged to reflect on and articulate why new learning experiences are important to them (What's in it for me?).

 Work Samples

Work samples such as KWL (WML) charts, mind maps, webs, story frames, and admit/exit slips provide evidence of students' skills in using prior knowledge and experiences in learning new information.

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

Explain Options

Students will be able to:

1.2.2 explain and support personal viewpoints; revise previous understanding

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students debate current issues (environment, politics, ethics).
- After viewing a news clip or reading a newspaper or magazine article written in German about a current issue, students compare the new information to what they have learned in class.
- Students participate in a “mini-controversies” activity in German. Invite students to choose a topic that presents a controversy or particular point of view. Some examples are: “Would you rather go to a hockey game or to a movie?”; “Would you rather live in Winnipeg or Vancouver?” In groups, students decide which side they will choose and then prepare at least three supporting arguments. Their arguments are then shared with the rest of the class.
- Students edit and revise their own notes on a topic.
- Students, working in small groups, share their impressions of recent classroom activities and/or field trips by preparing a survey and administering it to classmates. The results of the survey are tallied and a short summary prepared.

Explain Options*Students will be able to:*

- 1.2.2** explain and support personal viewpoints; revise previous understanding
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explain viewpoints clearly and meaningfully?
- express views on new concepts?
- explain and support personal viewpoints using his/her own words?
- integrate information and revise personal understandings?
- represent understanding in a variety of ways?

 Checklists

Develop checklists following the Focus for Assessment criteria. Focus observations on the students' skills in using their personal perceptions and ideas to inform their understanding of new concepts. Note their progress over time in expressing their views on new concepts, in supporting their opinions, and in their willingness to change their perceptions and ideas in light of new evidence.

 Conferences

Conference with students in order to have them explain new concepts and why these concepts are important to them. Use this opportunity to have students explain their personal viewpoints and opinions on a topic.

 Work Samples

Collect samples of character sketches and picture collages as evidence of students' abilities.

General Outcome

1

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

1.2 Clarify and Extend

GRADE

6

Specific Outcome

Combine Ideas

Students will be able to:

1.2.3 search for ways to reorganize ideas and information to extend understanding

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Use Venn diagrams to present information or comparisons on any topic.
- Students reorganize information from oral, literary, media texts, or current events using a relationship frame or other form of story map. For example, in a story, students could complete a relationship frame that illustrates the changes in the main character as the story progresses.
- After students complete a novel study or theme study, they express their understanding in the form of a mind map.
- Different groups of students work with the same piece of oral, literary, or media text, but organize it using various frames or graphic organizers. They share their work and discuss which organizer best helped to clarify understanding (e.g., Venn diagram, charts, lists, webs, cycles, flow charts, trees, etc.).

Combine Ideas*Students will be able to:*

- 1.2.3** search for ways to reorganize ideas and information to extend understanding
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify different ways to organize ideas and information?
- select a different form to organize ideas and information?
- reorganize ideas and information using a selected form?
- select appropriate forms related to content, purpose, and audience?

 Anecdotal Records

Observe students in a variety of contexts to determine whether they are able to organize ideas and information in ways that clarify and shape understanding. Place brief observations to the students' files using self-stick notes.

 Response Journals/Reflection Logs

Students reflect on what helps them organize ideas and information, and record these self-reflections in logs or journals. They may draw their favourite organizational frames and tell how these help them to organize ideas for writing or speaking.

 Conferences

Have students describe their preferred ways to organize ideas and information. Students show ways to organize in order to clarify understanding. Encourage students to identify challenges they face and target areas to improve.

 Portfolios

Students select work samples that demonstrate different ways they practised arranging ideas and information. Students may include reasons for choosing each work sample.

 Work Samples

Work samples indicating different types of organizers and changes in organizational aspects show students' flexibility with organizational techniques. With students, develop criteria or rubrics for assessment purposes.

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

Extend Understanding

Students will be able to:

1.2.4 ask a variety of questions to clarify information and develop new understanding

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After viewing a news clip or reading a newspaper or magazine article about a current issue in Germany, a student compares the new information to what has been learned in class.
- While discussing food, clothing, etc., about German students, go “shopping” on the Internet for basic needs.
- Students use the 6 Ws to create questions on a specific topic. They then find answers to the questions.
- After reading a story, students would develop questions to assist other students in their understanding of the story.
- Students use a story grid to map a story that they have heard, read, or viewed.

| | | | |
|----------------------------|----------|----------|----------|
| Name _____ Datum _____ | | | |
| Titel _____ | | | |
| | 1. Szene | 2. Szene | 3. Szene |
| Charakter Wer? | | | |
| Schauplatz Wann? | | | |
| Wo? | | | |
| Was? | | | |
| Entstehender Konflikt | | | |
| Plan/ Strategie | | | |
| Resultat | | | |
| Endung | | | |

Extend Understanding*Students will be able to:*

- 1.2.4** ask a variety of questions to clarify information and develop new understanding
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- appraise ideas for clarity
- demonstrate willingness and ability to ask extending questions?
- demonstrate willingness and ability to ask clarifying questions?
- select from others' ideas and information to extend personal knowledge about self and the world?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date and record the context for all observations.

 Anecdotal Records

Observe group work to note students' skills in asking questions, clarifying and extending understanding, and selecting ideas appropriately.

 Self-Assessments

Students complete a self-assessment of how confident and competent they feel at generating and asking questions in order to gather information.

 Conferences

Conference with students to encourage them to identify their strengths in appraising ideas and in their questioning skills.

 Rating Scales

When observing the students participate in activities such as the television interview, look for evidence that:

- interactions are taking place in German
- students are asking appropriate, relevant questions
- students are asking clarifying and extending questions
- strategies are being used to negotiate meaning and sustain interactions (e.g., repeating, rephrasing)
- students are using the structures and vocabulary they have practised
- students use appropriate intonation or emphases

General Outcome

1

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

1.2 Clarify and Extend

GRADE

6

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 ask a variety of questions to clarify information and develop new understanding
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students decide on a vacation destination by looking through vacation brochures, asking questions of a travel agent, and interviewing others about the places they have travelled. They follow up by drawing and labelling a travel poster of their vacation destination.
- After studying about a Canadian Prime Minister (John A. MacDonald, Wilfrid Laurier), students, working in small groups, prepare open-ended interview questions and responses and practise a television interview that they present in class.
- With students, generate interview questions on topics or themes being studied in class. Students use the questions for interviewing other students, teachers, family members, or other German-speaking people in the community. Students record their interviews for presentation in class.

GRADE

6

Specific
Outcome

Extend Understanding

Students will be able to:

1.2.4 ask a variety of questions to clarify information and develop new understanding
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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

Prior Knowledge

Students will be able to:

- 2.1.1** make and record connections between personal experiences, prior knowledge, and a variety of texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading several fairy tales, students discuss how myths portray good and evil, and human frailties such as vanity, greed, and jealousy.
- Before reading a book, students complete the first two columns of a KWL (WML) chart. After reading, students complete the third column to show the new ideas and information that they have learned.

| Thema: | | |
|--|--|--|
| W Was weiß ich über Raumfahrt? | M Was möchte ich darüber wissen? | L Was habe ich über die Raumfahrt gelernt? |
| ! ! ! | ! ! ! | ! ! ! |

- Students decide that developing a timeline that summarizes significant events in their lives would be a helpful way to prepare for writing an autobiography.

Mein Leben

| ! | ! | ! | ! |
|---------|---|--|----------------------|
| geboren | 2003 bin nach Winnipeg umgezogen | 2005 Spielschule angefangen; lernte neue Kinder kennen | 2006 erste Klasse |

- Students look at the title and illustrations of a text, and then quickly write or sketch predictions and connections that are reviewed after the text is read.

Prior Knowledge*Students will be able to:*

- 2.1.1** make and record connections between personal experiences, prior knowledge, and a variety of texts (*continued*)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- demonstrate willingness to contribute prior knowledge on the topic?
- seek connections among previous experiences, prior knowledge, and a variety of texts?
- seek connections with a text (character, plot, setting)?
- express the connection so it makes sense to others?
- build on own and others' connections?

 Checklists

Develop a checklist based on the Focus for Assessment criteria to assess students' skills in making connections among prior knowledge, personal experiences, and a variety of texts. Progress over time should be noted.

 Anecdotal Records

Keep a record of students' skills and strategies in contributing prior knowledge to classroom discussions.

 Response Journals/Reflection Logs

Review student logs to determine whether they articulate and build upon prior experiences or knowledge.

 Conferences

Conference with students to determine whether they can describe and build upon connections among personal experiences, prior knowledge, and a variety of texts.

 Work Samples

Collect samples of students' work to observe links among prior knowledge, personal experiences, and texts (e.g., prediction charts, log entries, title pages, and KWL (WML) charts).

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

Comprehension Strategies

Students will be able to:

2.1.2 use comprehension strategies appropriate to the type of text and purpose

SAMPLE TEACHING AND LEARNING ACTIVITIES

- While in a literature circle, students predict what is going to happen in the next chapter of a novel.
- Students preview questions about a selected text. While reading this text, they highlight the answer and indicate the question number in the margin.
- Invite students to predict what is going to happen in an upcoming selection of text by presenting open-ended questions such as the following:
Und was passiert jetzt?
Was werden sie machen?
- Students complete the last column of a KWL (WML) chart on a topic taught in German. They discuss what they have learned about the topic and how previous ideas have changed as a result of their study.
- Students, working in small groups, use story maps to record key story elements as they read a story (e.g., characters, plot, setting, problem, and solution). Story maps can be used to help students make and confirm predictions.
- While listening to a story or viewing a video, students are asked to sketch their thoughts about the story. Students are invited to discuss their sketches with a partner, and add or delete ideas from their sketches after their sharing session.

Comprehension Strategies*Students will be able to:*

- 2.1.2** use comprehension strategies appropriate to the type of text and purpose
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- define the purpose for engaging with various types of oral, literary, and media texts?
- select and apply appropriate comprehension strategies, depending on the type of text, and the purpose for reading, listening to, or viewing it (e.g., ask questions, establish rate of reading, listen, and view actively)?
- outline key concepts or information in text?
- summarize key concept or information in text?
- remember key concepts or information in text?
- respond personally to key concepts or information in text?

Checklists

Comprehension Checklist—Grade 6

Name _____ Date _____

Text _____

The student uses the following comprehension strategies:

- makes viable predictions
- sets a purpose for reading, viewing, or listening
- asks appropriate questions
- infers meaning
- confirms predictions
- rejects incorrect predictions
- makes logical conclusions
- self-monitors understanding
- self-corrects using fix-up strategies

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

Comprehension Strategies

Students will be able to:

2.1.2 use comprehension strategies appropriate to the type of text and purpose
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After students have read a text, they practise retelling it in pairs. Then, while one partner retells the story or the information, the second completes a retelling checklist.

Informationstexte

- *Du hast das Thema genannt.*
- *Du hast ____ Hauptideen aufgelistet.*
- *Du hast für jede Hauptidee eine wichtige Einzelheit erzählt.*
- *Du hast gesagt, warum die Information wichtig ist.*

Fiktive Texte

- *Du hast die Hauptpersonen erwähnt.*
- *Du hast den Schauplatz erwähnt.*
- *Du hast den Konflikt erklärt.*
- *Du hast die Hauptgeschehen aufgelistet.*
- *Du hast alles in logischer Reihenfolge erzählt.*
- *Du hast die Lösung und das Ende erwähnt.*

Comprehension Strategies*Students will be able to:*

- 2.1.2** use comprehension strategies appropriate to the type of text and purpose
(continued)

SAMPLE **ASSESSMENT** STRATEGIES **Anecdotal Records****Miscue Analysis**

Record students' miscues as they read orally. Analyze miscues to note how effectively they use the cueing system.

Running Records of Text Reading*

Record students' oral reading behaviours as they read text.

 Student Self-Assessments

Students use checklists, rating scales, or inventories to reflect on their use of comprehension strategies.

 Conferences

Conference with students to discuss their repertoire of comprehension strategies. Use Think Aloud for assessing reading comprehension during a conference session. Students read part of a selection and tell what they are thinking and what they are doing to make meaning of the selection.

 Rating Scales

Observe students as they participate in literature circles, retelling activities, etc., and make note of the extent to which they:

- summarize or paraphrase the main components of narrative text and an informational text
- explain, describe, or tell about a particular part (e.g., recite, illustrate, or identify many of the details)

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

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When reading a class novel, students read and discuss new vocabulary words from a list or overhead transparency.
- Students use the headlines and sidebar summaries of online newspaper and magazine articles to decide whether the articles are of interest or relevant.
- Students access a website to find more information and to explain how its layout and design help them to understand its content.
- Invite students to brainstorm strategies to read and understand the meaning of new words. These strategies are posted in the classroom for student reference.
 - Look at the parts of the word to see whether they give me clues to the meaning.
 - Skip the word and read on to get a sense of what it may mean from the whole sentence, and then reread the sentence.
 - Break the word into syllables and sound it out.
 - Sometimes new words look like other words we already know.
- Students complete a word map to illustrate key concepts found in text.
- Students receive copies of an informational text and use different colours to highlight or underline main points and supporting details. They reflect on the helpfulness of headings for the construction of meaning. Students then transfer the main points and details into a note-taking outline frame.

Textual Cues*Students will be able to:***2.1.3** use textual cues to construct and confirm meaning (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use textual cues to construct meaning in oral, literary, and media texts?
- recognize main idea?
- recognize supporting details?
- recognize sequence of events?
- use book parts and textual organization to construct meaning (table of content, chapter headings, glossary, index)?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Note students' ability to construct and confirm meaning from text.

 Conferences

Conference with students as they preview a text. Can they locate the table of contents and glossary? Can they use these tools to locate a particular piece of information within the text?

 Work Samples

Examine word maps or note-taking outlines to determine whether students are effectively using textual cues.

 Paper and Pencil Tests

Students are given a passage to read from a familiar text and asked to identify the main idea and supporting details.

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

Cueing Systems

Students will be able to:

2.1.4 use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context

SAMPLE TEACHING AND LEARNING ACTIVITIES

- If unsure about the right choice of word, students use the dictionary to check the meaning of words suggested by a spell checker in a word processing program.
- When students encounter unfamiliar words in a subject-area text, they use the glossary or a dictionary to confirm meanings.
- When given a list of words in random order, students unscramble them to create grammatically correct sentences. To do so, they pay particular attention to:
 - a) Sound relationship to the symbol (letter)
 - b) Sounds of the word (combination of letters)
 - c) Change verb ending—noun—adjective agreement
 - d) Definition of a particular word; most commonly used definition (pieces of the word that brings meaning to the word)
- Students use their knowledge of word order and the meanings of new vocabulary to complete a Cloze passage.
- Students re-read familiar texts to a number of younger students in the school. They can also create taped read-alongs to accompany texts.
- Students play a game of *Hangman* in which they have to guess the letter(s) in the word(s) or the word(s) in a sentence(s) that have been omitted.

Cueing Systems

Syntactic Cues: Word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.

Semantic Cues: Meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections among words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.

Graphophonic Cues: Refer to sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.

Pragmatic Cues: Refer to the social and cultural context, purpose, and use of language. These factors affect how the individual constructs meaning.

Cueing Systems*Students will be able to:*

- 2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use reading strategies and cues flexibly?
- read fluently (silently and orally) in materials at grade level?
- use semantic cues and strategies for deriving word meaning, multiple meaning, sentence meaning, and passage meaning?
- use graphophonic cues and structural analysis to identify root words, suffixes, and prefixes?
- use syntactic cues such as word order and sentence structure to construct and confirm meaning?
- use a dictionary to determine word meaning in context?

 Checklists

Develop a checklist using the Focus for Assessment data. Date all observations and note the context of the observations.

 Anecdotal Records**Miscue Analysis**

Record the students' miscues as students read orally. Analyze miscues to note how effectively students use the cueing system.

Running Records of Text Reading

Record students' oral reading behaviours as they read text.

 Self-Reflections

Students need to be aware of the strategies they use to construct and confirm meaning.

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

Cueing Systems

Students will be able to:

- 2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create word pyramids to identify compounds, prefixes, suffixes.

*Weiß
Wissen
Wissenschaft
Naturwissenschaft
Naturwissenschaftslehrer
Naturwissenschaftslehrerkonferenz*

*Kommen
Herkommen
Herkunft*

*Kommen
Unterkommen
Unterkunft
Unterkunftssuche*

Cueing Systems

Syntactic Cues: Word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.

Semantic Cues: Meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.

Graphophonic Cues: Refer to sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.

Pragmatic Cues: Refer to the social and cultural context, purpose, and use of language. These factors affect how the individual constructs meaning.

Cueing Systems

Students will be able to:

- 2.1.4** use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context
(continued)

SAMPLE ASSESSMENT STRATEGIES **Paper and Pencil Tests (Clozes)**

The Cloze procedures may also be used to assess students' comprehension skills before and after listening, reading, or viewing a text. Construct their own assessment instruments using classroom reading materials.

 Performance Assessments

Observe students engaged in authentic reading tasks. They may actively participate in dramatic readings, oral presentations, conferences, interviews, and Think-Alouds.

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

Experience Various Texts

Students will be able to:

- 2.2.1** seek opportunities to experience texts from a variety of genres and cultural traditions; explain preferences for particular types of oral, literary, and media texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Ensure modelling of the language necessary for discussion by holding class discussions and posting useful phrases and questions for students to access when they are conducting partner interviews, discussions, or writing in their logs.

- After reading a variety of Greek myths or German fairy tales, groups of students dramatize individual myths to present to the class or to other grades.
- Students listen to an oral reading of a poem and then create a sketch of the image communicated by the poem's words.
- After listening to an oral presentation about a current event of local interest, students state an opinion and support it with ideas or evidence.
- Students create a pamphlet or brochure to recommend a particular book or author. They give reasons for their recommendation.
- Students discuss various works by German illustrators (e.g., After reading a book, a student says, "I really like Character X. Did the author write any other books/stories about him/her?" Reply, "Yes, you may want to try Book Y.").
- Using a book review guideline/outline, students describe the setting, characters, and the plot of the text read.
- Students keep reading logs on which they record the number, titles, authors, and genre of texts that they are reading.
- Invite students to look at excerpts from German comic books and identify phrases or expressions that are useful for creating their own short comic strips modelled on those they have read. Students discuss the illustrations in a variety of stories they have read throughout the year.
- Students write a short book review using pre-established guidelines or a prepared outline.
- Students examine the lyrics of a contemporary song in German. They are asked to find familiar words in order to predict the song's content or theme. Students, in groups, could create movement sequences to accompany the song, mime the meaning as the song plays, or lip-sync with it.
- Students record themselves as they talk about, read, or dramatize their favourite part of a text.

Experience Various Texts*Students will be able to:*

- 2.2.1** seek opportunities to experience texts from a variety of genres and cultural traditions; explain preferences for particular types of oral, literary, and media texts (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- seek out and explore a variety of oral, literary and media texts?
- explore a variety of genres, forms, and cultural traditions?
- share responses to a variety of forms, genres, and cultural traditions?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Note students' willingness to explore a variety of texts and share responses. All observations are dated and the context of observations noted.

 Conferences

Conference with students and discuss preferences for particular types of text. Encourage students to explore texts from less familiar cultural traditions, forms, and genres. With students, view the recordings of their literary presentations. They may also be shared with parents.

 Reading Logs/Graphs

Students may use a log to track personal reading. The reading log encourages students to explore a variety of texts by listing the variety of forms and genres. Provide a graphic template on the computer.

 Literary Journals

Give students a series of questions about their text choice that they respond to.

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

Experience Various Texts

Students will be able to:

- 2.2.1** seek opportunities to experience texts from a variety of genres and cultural traditions; explain preferences for particular types of oral, literary, and media texts *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Using a pre-established reading interview form, students conduct partner interviews to find out about likes, dislikes, and reading preferences.

Leseinterview

Name: _____

Partner: _____

Stelle deinem Partner die folgenden Fragen und notiere die Antworten.

- Wie oft liest du Bücher? _____
- Ist es dir egal wie lang das Buch ist? Ergänze.

- Hast du einen Lieblingsautor? Wenn ja, wer und warum?

- Welche Buchart liest du gerne?

- Liest du lieber Bilderbücher oder Bücher mit weniger Bilder? Warum?

- Wenn du dir ein Buch oder eine Zeitschrift aussuchen könntest, welches würdest du wählen? Warum?

- Was ist dein Lieblingsbuch, das zu einer anderen Zeit oder in einer anderen Kultur stattfindet?

Experience Various Texts*Students will be able to:*

- 2.2.1** seek opportunities to experience texts from a variety of genres and cultural traditions; explain preferences for particular types of oral, literary, and media texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

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

Connect Self, Texts, and Culture

Students will be able to:

- 2.2.2** compare the challenges and situations encountered in their own daily life with those experienced by people in other times, places, and cultures as portrayed in oral, literary, and media texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students discuss if they would have the courage to meet a challenge such as the cross-Canada run by Terry Fox.
- After listening to a novel, students discuss whether or not they would like to live as one of the characters or in the setting of the novel.
- Students interview one or two adults in German to discover the lifestyle of a previous generation. Some suggested people to interview would be family members, recent immigrants from a German-speaking country, seniors, or teachers.

*Wo sind Sie geboren?
Wie groß war Ihre Familie?
Welche Sprache haben Sie zu Hause gesprochen?
Welche Sprache haben Sie in der Nachbarschaft gesprochen?
Welche Feiertage haben Sie gefeiert?
Woher haben Sie das Essen bekommen?
Welche Transportmittel gab es?
Wie war Ihr Schulalltag?
usw.*

- Students construct a diorama or collage to portray a way of life described in an interview or studied in class (e.g., contemporary Germany, Austria, or Switzerland).
- After reading, viewing or listening to a variety of texts, students make comments such as:
 - *Ich fand die Hauptperson... besonders wenn...*
 - *Ich mochte wie der Autor/der Regisseur ...*
 - *Meiner Meinung nach...*
 - *Ich finde der Autor/der Regisseur hätte lieber... sollen.*
- Students prepare a variation of a Y-chart to illustrate the challenges faced by characters in a text

| | |
|-----------------------|---------------------------------|
| So fühlte man sich: | So hätte ich mich wohl gefühlt: |
| Das hörte man damals: | Das sah man damals: |

Connect Self, Texts, and Culture*Students will be able to:*

- 2.2.2** compare the challenges and situations encountered in own daily life with those experienced by people in other times, places, and cultures as portrayed in oral, literary, and media texts (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- discuss his/her understanding of traditions in various times and places, as portrayed in oral, literary, and media texts?
- draw comparisons between his/her own traditions and those portrayed in text?
- discuss others' understanding of traditions in various times and places, as portrayed in oral, literary, and media texts?
- demonstrate familiarity with oral, literary, and media texts about Canada and/or by Canadian creators?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date and record the context of all observations.

 Response Journals/Reflection Logs

Assess students' self-reflections on the challenges and situations encountered by others. Students will compare a character from a story or video with themselves. They respond to questions, such as "What is the biggest difference between challenges I face and challenges faced by the characters in the text?" Provide sentence starters and vocabulary charts to provide language support for the activity.

 Conferences

Conference with students using work samples to determine whether students are able to identify similarities and differences between personal experiences and the experiences of others.

 Work Samples

Assess work samples including written work, artwork, performances, and demonstrations.

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

Appreciate the Artistry of Texts

Students will be able to:

- 2.2.3** identify descriptive and figurative language in oral, literary and media texts; discuss how it enhances understanding of people, places, and actions

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading a book or viewing a video about living out a dream or facing a challenge, students make charts comparing the main characters from the story to actual people (e.g., Mother Teresa, Rick Hansen, Wayne Gretzky, Steffi Graf). Students identify especially powerful words, phrases, or film techniques that underline the emotion or determination of these people.
- Students use graphic organizers, story maps, drawings, models, jot notes, diagrams, Slim Jims, etc., to summarize video stories.
- Working with a partner, students use a chart to describe the characteristics and actions of a character in a novel. They also record why they think the characters and actions are believable or not.

Charaktername: _____

Titel: _____

Autor: _____

| | Glaubwürdig Warum? | Unglaubwürdig Warum? |
|---------------|-----------------------|-------------------------|
| Eigenschaften | | |
| Taten | | |

- Using a computer drawing program, students illustrate and play with text features to represent words visually (e.g., **FETT** or dünn).
- Students write their own simple shape poems using descriptive language and combine text and visuals to create mood.
- Students choose a character or the setting of a story, novel, or illustration, and identify how the author or artist uses details to develop that aspect of the text.

Appreciate the Artistry of Text*Students will be able to:*

- 2.2.3** identify descriptive and figurative language in oral, literary, and media texts; discuss how it enhances understanding of people, places, and actions (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify descriptive and figurative language in oral, literary, and media text?
- make connections between descriptive and figurative language and its effectiveness for particular audiences and purposes?
- appreciate the power of descriptive and figurative language to enhance understanding of people, places, and action?

 Checklists/Rubrics

Invite student input in creating checklists and rubrics based on the Focus for Assessment criteria.

 Conferences

Assess students' skills in identifying and using figurative language. Provide students with individual mini-lessons based on observation and discussion of student work.

 Sentence Frames

After practising identifying descriptive and figurative language with sentence frames, use new sentence frames for students to complete in order to assess students' ability to share personal responses to descriptive and figurative language in oral, literary, and media text.

 Work Samples

Examine completed charts, collages, poetry, and other work samples to determine to what extent students are identifying and using descriptive and figurative language.

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

Appreciate the Artistry of Texts

Students will be able to:

- 2.2.3** identify descriptive and figurative language in oral, literary, and media texts; discuss how it enhances understanding of people, places, and actions (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students compare and contrast German and English proverbs using a Venn diagram or other graphic organizer.
- Students read a poem or a lullaby and identify the adjectives that were used. They replace those with other adjectives and evaluate their effectiveness.
- Students compare German and English similes using animals (e.g., Sly as a fox vs. *Schlau wie ein _____*).
- Students create a collage of descriptive and figurative language around a theme discussed in class or featured in text.

List of Sample Written, Oral, and Multimedia Texts: Division II

| | | | | |
|-------------------|-----------------------|-------------------|------------------|--------------|
| Advertisements | Diagrams | Invitations | Novels | Songs |
| Adventure Stories | Dictionaries | Journals | Plays | Travelogues |
| Autobiographies | Drawings | Letters | Poetry | Tickets |
| Biographies | Encyclopaedia Entries | Maps | Presentations | Times Tables |
| Brochures | Folk Tales | Menus | Puppet Plays | Schedules |
| Catalogues | Forms | Messages | Questionnaires | Websites |
| Charts | Graphs | Movies | Readers' Theatre | |
| Cartoons | Guest Speakers | Murals | Recipes | |
| Comic Strips | Historical Fiction | Mysteries | Rhyme | |
| Compositions | Illustrations | Myths | Reports | |
| Computer Software | Information Texts | Narrative Stories | Role-play | |
| Dance | Instructions | Narratives | Short Films | |
| Debates | Interviews | News Reports | Signs, Notices | |

Appreciate the Artistry of Text*Students will be able to:*

- 2.2.3** identify descriptive and figurative language in oral, literary, and media texts; discuss how it enhances understanding of people, places, and actions (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

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

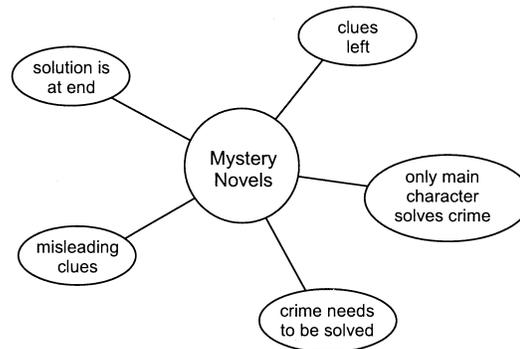
Forms and Genres

Students will be able to:

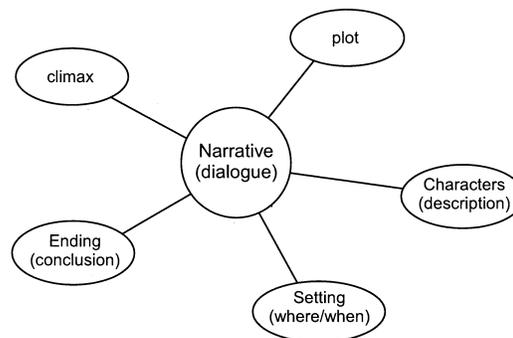
- 2.3.1** recognize key characteristics of various oral, literary, and media genres, such as myths, short novels, poetry, drawings, and prints

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading mystery novels, students create a class web that distinguishes the characteristics of this genre.



- Students compare books they have read with movie, television, audio recording, or CD-ROM versions of the same story. They discuss the similarities and differences and tell which they like better.
- After having read, listened to, or watched a movie of a particular novel, students create a Venn diagram of the similarities and differences.
- After reading a dialogue or text excerpt, students create a class web that distinguishes the parts of a narrative.



Forms and Genres*Students will be able to:*

- 2.3.1** recognize key characteristics of various oral, literary, and media genres, such as myths, short novels, poetry, drawings, and prints (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- understand that forms and genres have specific characteristics?
- recognize the key characteristics of specific forms and genres that have been studied in class?
- use specific genre and text frames?
- compare literary forms and genres?
- use genre and text frames to recognize organizational patterns of texts?

 Checklists

Prepare a checklist using a Forms and Genres list. Record the forms and genres that the student understands as the year progresses.

 Rubrics

Develop rubrics that contain descriptors that identify specific elements used in assessing work samples.

 Conferences

Discuss with students the various forms and genres studied in class, as well as work samples, in order to determine their understanding.

 Work Samples

Examine students' work samples for evidence of their ability to identify and incorporate the distinguishing features of the forms and genres they have studied.

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

Forms and Genres

Students will be able to:

- 2.3.1** recognize key characteristics of various oral, literary, and media genres, such as myths, short novels, poetry, drawings, and prints (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students retell a story, myth, or legend using a different genre (cartoon, play, poem, or using pictographs or puppets).

| Genre | Artistry | Forms for Creating |
|--|--|--|
| <ul style="list-style-type: none"> • novels • biographies • autobiographies • myths • poetry • drawing/prints • media genre | <ul style="list-style-type: none"> • puns/jokes • poetry • humour • simile • metaphor | <ul style="list-style-type: none"> • letters narratives • media broadcasts • plays • poems • video presentations • Readers' Theatre • reports |

- Students match genres to key characteristics.
- Provide students with examples of a variety of forms and genres. Students categorize them by form or genre.

Forms and Genres*Students will be able to:*

- 2.3.1** recognize key characteristics of various oral, literary, and media genres, such as myths, short novels, poetry, drawings, and prints (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

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

Techniques and Elements

Students will be able to:

2.3.2 examine key elements and techniques in oral, literary, and media texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read a chapter of a novel and make a T-chart to give examples of how a character's actions affect the plot.

| Character's Actions | Effect on Plot |
|---------------------|----------------|
| | |

- Students watch a video or television show and listen for how the music changes to show changes in mood or to signal scene changes; they discuss how the music adds meaning to the video or television show.
- Students listen to books on tape as they follow the text in their own books. They comment on how the voice and music are used to reflect the intent of the story and how the tape matches their own interpretations of the text.
- Students write stories using multimedia software programs and choose effects that are appropriate for the mood and tone of their stories.
- Students bring in magazines and look at advertisements to identify ways that companies try to convince people to buy their products. Students make a chart or poster showing common themes (e.g., use of colour, choice of words, appeal to an age group).
- Students identify ways presenters in media texts influence their audiences (e.g., kinds of questions asked, choice of experts, presenter's point of view).
- Students compare information about whales gathered from an encyclopedia or children's magazine. They discuss the ways in which pictures, sound, fonts, colour, and graphics make the text information more interesting.
- Students brainstorm for interesting story beginnings and post them on chart paper or the classroom bulletin board.
- Students read a story. Using a story map provided to them by the teacher, students record key elements from the story.

Techniques and Elements*Students will be able to:***2.3.2** examine key elements and techniques in oral, literary, and media texts *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify elements such as plot, setting, characterization in texts?
- identify techniques such as colour, speed, music in media texts?
- relate elements and techniques to effects created by writers/filmmakers/artists?

 Checklists

Observe students' oral interactions, representations, and written work for evidence that they can identify key elements and techniques. Develop checklists to record students' identification of specific elements and techniques studied in oral, literary, and media texts.

| Textelemente erkennen—Lehrercheckliste | | | | | |
|---|----------------|------------------|--------------|--------------|--|
| Datum: _____ | | Texttitel: _____ | | | |
| Elemente | Natalka | Boris | Petro | Maria | |
| Handlung | | | | | |
| Schauplatz | | | | | |
| Hauptfiguren | | | | | |
| Stimmung | | | | | |

 Work Samples

Develop rubrics and checklists to assess how students' work demonstrates the understanding of story elements and techniques.

 Portfolios

Students select work samples that demonstrate their understanding of key elements and techniques.

SAMPLE RESOURCES

Recording of German radio broadcasts

Use any fairytale book or short stories written in German

Copies of German newspapers and magazines in print or retrieved from the Internet

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

Techniques and Elements

Students will be able to:

2.3.2 examine key elements and techniques in oral, literary, and media texts *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Discuss with students questions such as the following. These will assist students in learning to identify elements and techniques in narratives, and to consider how they interact to create effects:
 1. **Hauptfiguren**
 - *Wer sind die Hauptfiguren in dieser Geschichte?*
 - *Welche Charaktereigenschaften zeigen sie?*
 - *Sind sie glaubwürdig? Kennst du Menschen, die ihnen ähnlich sind?*
 - *Ändern oder entwickeln sich diese Figuren in der Geschichte, oder bleiben sie so wie sie am Anfang waren?*
 - *Kannst du Gemeinsamkeiten zwischen dir und deinem Leben und den Figuren in den Texten erkennen?*
 2. **Handlung oder Geschehen**
 - *Berichte von drei wichtigen Geschehen, die in der Geschichte vorkommen.*
 - *Konntest du am Anfang schon das Ende vorhersagen?*
 - *Welche Hinweise gibt der Autor, damit man den Ausgang erraten kann?*
 - *Wie entwickelt der Autor die Spannung?*
 - *Wie schafft es der Autor, dass die Leser sich nicht langweilen?*
 - *Welche Teile der Geschichte findest du unvergesslich?*
 3. **Schauplatz**
 - *Wo findet die Geschichte statt?*
 - *Warst du schon mal in einer Stelle, wie sie in der Geschichte vorkommt?*
 - *Wann findet die Geschichte statt?*
 - *Findet die Geschichte in der Vergangenheit, Gegenwart oder Zukunft statt?*
 - *Welche Jahreszeit ist es? Wie weiß man das?*
 4. **Stimmung**
 - *Wie fühlst du dich beim Lesen oder Zuhören?*
 - *Was ist der traurigste Moment im Text?*
 - *Ändert sich die Stimmung im Text? Wann? Wieso? Warum? Wie macht der Autor die Veränderung deutlich?*
 5. **Stil**
 - *Welche besondere Techniken gebraucht der Autor um die Geschichte lebhaft und bildlich zu machen?*
 - *Welche Sprachausdrücke kommen vor?*
 - *Welche Wortbilder kommen vor (idiomatische Ausdrücke, Metapher, Gleichnisse, Andeutungen, Sinnbilder...)?*
 - *Gibt es Humor?*
 - *Gibt es lyrische Elemente (Verslein, Reime, Rhythmen...)?*
 - *Gibt es besondere Wortwahl für besondere Effekte (Alliterationen, sanfte/harte Konsonante...)?*

Techniques and Elements*Students will be able to:***2.3.2** examine key elements and techniques in oral, literary, and media texts *(continued)***SAMPLE ASSESSMENT STRATEGIES** **Story Maps**

Story maps can be used to assess students' understanding of story elements and structure as well as their recall of story content. Information on story maps may be sketched, scribed, or written by the student. They may be used to help students structure a retelling or representing of a story. Collect and date sample maps over time to assess the development of story grammar or structure, knowledge, and comprehension of story elements, improvement in comprehension, and recall of story content.

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

Vocabulary

Students will be able to:

2.3.3 identify how and why word structures and meaning change

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading an older text, students will pick out words they are not familiar with and discuss as a group how they have changed in modern German.
- Using *Struwwelpeter* as a model, have students rewrite a story in “modern” German.
- In teams, students play a game involving older and newer variations of words.
- Students participate in groups in an activity entitled “Cooperative Graffiti.” Decide on the vocabulary that the class needs to develop (e.g., analogies, slang, similes, words starting with a particular letter, rhyming words). Write the headings on large sheets of paper and give each group of students a sheet with a different heading. Each person in the group uses a different coloured felt pen or pencil to write as many words or phrases as possible that fit the heading in a specified time. The group then passes its sheet to another group so that the members of that group can add their contributions. Sheets rotate around the room. Variations: One person records for each group; all groups have the same heading and, when time is up, everyone shares.
- Students compile a collection of all the phrases reviewed and/or taught through language ladders in a German language phrase book.
- Students look at a text sample describing modern computer usage and highlight all the words they predict are recently incorporated into German.

Vocabulary*Students will be able to:***2.3.3** identify how and why word structures and meaning change (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use words in context to convey meaning?
- experiment with ambiguous language?
- understand the implications of jokes, puns, and other ambiguous language?
- tell the various meanings of vocabulary with multiple definitions?

 Anecdotal Records

Assess students' skills and strategies in using vocabulary in context during reviews of work samples and interviews. Keep anecdotal records of observation data to support.

 Work Samples

Review work samples such as the Cooperative Graffiti phrase sheets and work games.

SAMPLE RESOURCES

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

2.3 Understand
Forms and
Techniques

Experiment with Language

Students will be able to:

2.3.4 experiment with words and sentence patterns for a variety of purposes

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students find examples of alliteration from newspaper headlines and create their own headlines, using alliteration.
- A student looks at the sentence “The wind was cold” and experiments with descriptive words to enhance the effect of the statement (e.g., The north wind howled.).
- Students take sentences and change the word order to change the meaning or emphasis.
- Students write poetry with rhyming and near rhyming words as Wilhelm Busch does in *Max and Moritz*.
- Teams of students race each other to locate metaphors, similes, and personifications in a collection of texts.

Experiment with Language*Students will be able to:***2.3.4** experiment with words and sentence patterns for a variety of purposes (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify figures of speech including personification, similes, and metaphors in text?
- explain how figures of speech enhance and clarify meaning?
- experiment with words and sentence patterns to create effects?

 Rubrics

With student input, create a rubric to assess student progress in identifying figures of speech and experimenting with words and sentence patterns to create effects. The Focus for Assessment criteria can be used to help design the rubric.

SAMPLE RESOURCES

Max and Moritz by Wilhelm Busch

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

Create Original Texts

Students will be able to:

2.3.5 create original texts to communicate and demonstrate understanding of forms and techniques

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create collages to represent themes, such as friendship, happiness, cultural heritage, and courage.
- Students develop a personal portfolio to represent a theme in their lives. They include relevant objects or pictures and list reasons for including them.
- After reading a simple book, students create a thumbnail sketch plan of a picture book for a younger audience. They identify ways to make their picture book interesting and appealing (e.g., large print, simple vocabulary, short sentences, colourful illustrations).
- Students create and perform a rap song based on a myth or legend, fable, or fairy tale.
- Students create a “*Wer bin ich?*” poster about themselves including a description, hobbies, and likes/dislikes.
- Students create an invitation for parents to a school concert or year-end celebration.
- Students write a variety of greeting cards (e.g., birthday cards, Christmas cards, Easter greeting cards, thank-you cards, or sympathy cards, to parents, grandparents, teachers, or other German bilingual students).
- Students practise friendly letters and business letter writing to a pen pal in another German bilingual school. Students create simulated companies with e-pals from another class or school to establish a context for business letter writing.
- Students create original poems modelled on patterns found in poetry they have studied in class.
- Students read a selection of German children’s stories and then each select one of the following projects:
 - create a pattern book for young children
 - role-play in story
 - record a story
 - illustrate a story to clarify the meaning

Create Original Texts*Students will be able to:*

- 2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- understand and use forms in creating original texts?
- understand and use techniques in creating original texts?

 Checklists

When assessing student work such as letters, invitations, etc., use criteria such as the following:

- clear, relevant, appropriate information
- includes interesting details
- asks questions (uses questions practised in class)
- includes personal information
- spelling and mechanics do not interfere with meaning
- uses a variety of vocabulary and language structures

 Rubrics

Create rubrics that reflect the Focus for Assessment criteria and the criteria set for assigned tasks.

 Self-Reflection

Students can keep records of their choices of text through checklists, and assess the final product.

 Portfolios

Portfolios, with samples of student work, provide valuable assessment information as well as opportunities for student self-reflection and self-assessment. Students choose samples of their best work to include in their portfolios. They should be prepared to explain why they choose certain work samples.

SAMPLE RESOURCES

Use book *Pushing the Pencil* for information that is to be included in writing an invitation.

General Outcome

3

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

3.2 Select and Process

GRADE

6

Specific Outcome

Use Personal Knowledge

Students will be able to:

3.1.1 summarize and focus personal knowledge of a topic to determine information needs

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use a KWL (WML) chart to prepare for a research project.
- After reading a book or article on a topic of interest, students, in small groups, prepare a Mind Map, web, or other form of graphic organizer to summarize knowledge about the topic. They determine the areas in which they require further research.
- Students work in small groups to list personal ideas and information on a topic under study. They determine the areas in which they require further information.
- Students work in small groups to list on self-stick notes personal ideas and information on a topic of interest or an assigned topic. Each idea is written on a separate note. Students cluster or group similar or related ideas to create categories. They review their ideas and categories and ask questions in order to identify information gaps.

Use Personal Knowledge*Students will be able to:*

- 3.1.1** summarize and focus personal knowledge of a topic to determine information needs *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- verbalize knowledge of a topic when accessing prior knowledge?
- record personal ideas and information during activities to activate prior knowledge?
- maintain focus on topic?
- share ideas and information on a topic with classmates?
- work cooperatively with classmates to identify information needs?
- demonstrate enthusiasm for exploring topics in German?
- demonstrate confidence in accessing prior knowledge?

Checklists

Checklists may focus on summarization or categorization skills. Date observations and note progress over time.

Self Assessment

Students review their graphic organizers to assess their prior knowledge of a specific topic. The following questions may be used to guide students' self-assessment:

| | | |
|--|----|------|
| Name: _____ Datum: _____ | | |
| Thema: _____ | | |
| 1. Ich habe _____ Ideen zum Thema aufgelistet. | | |
| 2. Ich wusste schon viel über _____ | | |
| 3. Ich muss mehr über _____ lernen. | | |
| 4. Ich habe meine Ideen mit meiner Gruppe geteilt. | Ja | Nein |
| 5. Ich habe mir meine Ideen überlegt, und überprüft, ob alles richtig war. | Ja | Nein |
| 6. Ich muss noch meine Ideen überprüfen, ob alles richtig ist. | Ja | Nein |
| 7. Um das auf Deutsch zu machen brauche ich _____ . | | |

General Outcome

3

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

3.2 Select and Process

GRADE

6

Specific Outcome

Use Personal Knowledge

Students will be able to:

3.1.1 summarize and focus personal knowledge of a topic to determine information needs *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students complete a web provided to them that is only partially completed. Working individually or in pairs, students review the information in the web and fill in the gaps with information they have learned through researching the topic.

Use Personal Knowledge*Students will be able to:*

- 3.1.1** summarize and focus personal knowledge of a topic to determine information needs *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES **Anecdotal Records**

Focus on students' reflections on accessing personal knowledge and categorizing information needs.

 Conferencing

Conference with students to determine their skills in summarizing and categorizing information. Help the student identify gaps in information misconceptions or areas of uncertainty.

 Work Samples

Analyze work samples, such as KWL (WML) charts, webs, and graphic organizers, to assess students' abilities to use them to summarize personal knowledge and experiences and to determine information needs.

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

Ask Questions

Students will be able to:

3.1.2 formulate relevant questions to focus information needs

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students work individually or in small groups to list relevant questions that they would like to have answered on a particular topic in the Want to Know/Learn column on a KWL (WML) chart.
- Students participate in question circle strategies to practise questioning techniques on familiar topics using familiar vocabulary. After being assigned a topic to research, students use the 6W questions to guide their research.
- After participating in a school celebration or field trip, students prepare questions for an interview related to the event.
- Students practise asking questions by playing a game of 20 questions (classmates attempt to identify a hidden object or word by asking a maximum of 20 questions).
- Students, working in small groups, dramatize situations where there is a need to ask questions (e.g., meeting an acquaintance, being lost, visiting a city in a German country, ordering food in a restaurant, shopping, visiting a medical office, etc.).
- Students keep a running inquiry notebook to track the questions they are focusing on throughout the year.

Ask Questions*Students will be able to:***3.1.2** formulate relevant questions to focus information needs (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- prepare questions that are related to the topic?
- ask general questions?
- ask specific questions?
- add, revise, or delete questions?

 Checklists

Develop checklists based on the Focus for Assessment criteria. For example, when students make presentations and engage in dialogues they have practised, criteria may focus more on fluency and accuracy than when they are involved in spontaneous activities. For prepared presentations, criteria might include:

- presentation is fluent
- message is comprehensible
- pronunciation and intonation are appropriate and support communication
- information is appropriate and relevant
- grammar is acceptable
- language is appropriate to the situation/context
- questions are carefully formulated
- a range of different question types is used

 Response Journals/Reflection Logs

Students are given regular time for recording important points in the inquiry process, and are encouraged to formulate the general and specific questions they are wondering about.

 Conferences

With students, review and discuss the questions in their logs, journals, and inquiry notebooks.

 Work Samples

Analyze KWL (WML) plus charts to observe the general and specific questions students are asking, and lists of students' questions. Date all work samples to note progress over time.

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

Participate in Group Inquiry

Students will be able to:

- 3.1.3** contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in creating a class KWL (WML) chart on a topic of interest.
- Students organize a mini debate on a topic of interest using the following steps:
 - 1) Identify expressions needed for debate.
 - Ich glaube _____.*
 - Ich meine _____.*
 - Meiner Meinung nach _____.*
 - Ich stimme damit überein.*
 - Ich bin dagegen.*
 - 2) *Ich bin nicht der Meinung, dass _____.* Discuss both sides of the issue.
 - 3) Prepare by writing out supporting details, facts, and information for the stance (pro/con) of the topic (issue) of debate.
 - 4) Students actively participate in the debate.
 - After reviewing the necessary vocabulary for participating in a debate and the debate procedure, students organize a mini debate on a topic of interest.
- Students engage in a discussion about a particular inquiry topic using the inside-outside circle strategy. Students are asked to sit in two circles facing each other. Pose questions for students to discuss with their facing partners. The circle rotates so that new partners are found. Pose another question for each new set of partners.

Participate in Group Inquiry*Students will be able to:*

- 3.1.3** contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate willingness to share personal knowledge?
- assist the group in formulating relevant questions?
- help identify and focus informational needs, sources and purposes?

 Checklists

Create a checklist based on the Focus for Assessment criteria to use when observing students develop KWL (WML) charts, or participate in a debate or in an inside/outside circle.

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

Create and Follow a Plan

Students will be able to:

3.1.4 create and follow a plan to collect and record information

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When preparing for a book talk or writing a book review, students refer to a set of class-developed criteria to assist with selecting information to support their recommendations. For example:

Buchbesprechung

- *Textsorte*
- *glaubwürdige, interessante Hauptfiguren*
- *lebensnah*
- *leicht und verständlich*
- *humorvoll*
- *interessant.*

- Students construct a plan for a presentation on a particular author or topic, and revise it as necessary as the project proceeds.

| | <i>geplanter Termin</i> | <i>Datum erledigt</i> |
|-------------------------------------|-----------------------------|---------------------------|
| 1. <i>Autor aussuchen</i> | _____ | _____ |
| <i>Buch finden</i> | _____ | _____ |
| 2. <i>Buch lesen</i> | _____ | _____ |
| 3. <i>Zusammenfassung schreiben</i> | _____ | _____ |
| 4. <i>Rezension schreiben</i> | _____ | _____ |
| 5. <i>Besprechung vorbereiten</i> | _____ | _____ |
| 6. <i>Vortrag halten</i> | _____ | _____ |

- Students develop a personal research plan for a topic. The plan includes the topic, the students' position on the topic, a list of key words that begin a focus for research, a list of possible resources for finding information, timelines indicating target dates for completing steps in the research, and the project due date.
- After reading a short informational text written in German, students collect and record important information in a web or mind map. They then list steps they undertake to locate remaining information.

Create and Follow a Plan*Students will be able to:***3.1.4** create and follow a plan to collect and record information (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify factors critical to making an effective plan for an inquiry (time available, purpose of inquiry, depth of investigation expected)?
- create and follow a plan to collect and record information?

 Checklists

Develop a checklist to assess students' skills in using a variety of strategies for gathering information, developing a plan, and carrying out a plan.

 Conferences

Meet with students individually to check their ability to create a plan to gather and record information. Have students discuss the challenges they face.

 Work Samples

Collect students' research or book talk plans. Check students' abilities to create and follow through on a plan to gather and record information.

General Outcome

3

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

3.2 Select and Process

GRADE

6

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 record personal knowledge of a topic and collaborate to generate information for inquiry or research

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create announcements using the 6 Ws as a guide to formulate questions for a topic in order to generate information (e.g., school dances, class party, etc.).
- Students distinguish between fact and opinion when presented with three or more sentences on a topic being studied. Students work in groups to determine which of the statements are facts, and then they share their findings.
- Students transfer information from an informational text into another form such as a diagram, table, chart, graphs, maps, or other graphic organizers.
- Individually, students create a web based on their personal knowledge on a health or social studies topic. Individuals come together in small groups to share their knowledge of this topic and to develop a collective web on chart paper.

Identify Personal and Peer Knowledge*Students will be able to:*

- 3.2.1** record personal knowledge of a topic and collaborate to generate information for inquiry or research *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use a range of strategies for recalling, organizing, and using personal information for inquiry or research?
- collaborate with peers to recall, record, and organize information?
- work with others in a collaborative inquiry or research project?

 Checklists

Develop checklists based on the Focus for Assessment criteria.

 Response Journals/Reflection Logs

Respond to students' dialogue journals or inquiry notebooks to help them clarify concepts and topics.

 Conferences

Conference with students about work in progress to determine how students select, record, and share personal information.

 Portfolios

Use work samples to determine whether there is progress in students' abilities to identify and share personal knowledge on a topic.

 Work Samples

Assess students' skills in selecting and using graphic organizers suggested in the sample teaching and learning activities. Observe students' strengths and note areas that require further teaching and learning.

General Outcome

3

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

3.2 Select and Process

GRADE

6

Specific Outcome

Identify Sources

Students will be able to:

3.2.2 answer inquiry or research questions, using a variety of information sources

SAMPLE TEACHING AND LEARNING ACTIVITIES

- For a report on lifestyles, students interview a German-speaking senior to collect a personal story and look at information, such as photographs, personal memorabilia, or old newspapers.
- Students use a German search engine such as “google.de” to search for information.
- During a study of life in contemporary Germany, Austria, or Switzerland, students work together to create a classroom bulletin board display. Items for the display may include photos, maps, definitions, interesting facts, and information sources including Internet websites (e.g., www.blindex.de).
- Students update their inquiry journals with the sources they have identified to research each new question over the year.

Identify Sources*Students will be able to:*

- 3.2.2** answer inquiry or research questions, using a variety of information sources
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- select primary sources?
- select secondary sources?
- select and use a variety of oral, print, and other media sources independently to answer research or inquiry questions?
- use a repertoire of strategies for selecting information from a variety of sources?

 Conferences

Discuss with students their plans for research as well as the information sources they have chosen to answer their inquiry questions. Together, they review students' interview questions.

 Response Journals/Reflection Logs

Ask students to reflect in their learning logs or inquiry notebooks on the information sources they identified to answer research/inquiry questions.

 Work Samples

Work samples indicate the research/interview questions students are asking and their ability to access relevant information. Work samples should include recordings of interviews.

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

Evaluate Sources

Students will be able to:

3.2.3 review information to determine its usefulness to inquiry or research needs

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A group of students develop questions to guide their research project on a topic in Canadian history (e.g., early prime ministers, WWI).
- Students record information from a variety of sources by making jot notes or Slim Jims.
- After gathering information on a topic of their choice, students decide if the information in their jot notes answers the questions set out to guide their research.
- When preparing a group presentation about life in 19th century Canada, students decide which maps, illustrations, charts, and artifacts would best explain their written report and engage the interest of the audience.
- When conducting research, students record information on index cards or self-stick notes. Working in pairs or small groups, students determine which information is relevant and what should be discarded.
- Invite students to help develop rubrics to evaluate the purposes and usefulness of resources. Rubrics may be based on the following criteria:

Kriterien zur Bewertung von Informationsquellen

Wer hat den Text geschrieben? (Laien? Experten?)
 Wo wurde er herausgegeben? (im Inland? im Ausland?)
 Wer hat ihn herausgegeben? (eine Privatperson? ein Verlag? eine Firma?)
 Enthält er Abbildungen?
 Enthält er Schaubilder?
 Enthält er eine Quellenangabe?
 Enthält er Texthilfen? (Erklärungen? Überschriften?)

Kann man den Inhalt gut überblicken?
 Kann man den Inhalt gut verstehen?

Evaluate Sources*Students will be able to:*

- 3.2.3** review information to determine its usefulness to inquiry or research needs
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use criteria to evaluate the usefulness of resources for a specific inquiry or research focus?
- self-question to determine the appropriateness of resources?
- recognize that information serves different purposes?
- select a variety of suitable information sources?
- determine the appropriateness of information gathered during the research process?

 Checklists

Develop a checklist based on the Focus for Assessment criteria to assess students' skills in determining the usefulness of information sources for inquiry, using pre-established criteria. Date and note the context of observations. Refer to the checklist at various times throughout the year to note progress over time.

 Anecdotal Records

Observe students as they evaluate sources using pre-established criteria. Determine whether they can assess the usefulness of the information. Date all observation and note contexts and assess progress over time.

 Response Journals/Reflection Logs

Ask students to reflect in their learning logs or inquiry notebooks on the information sources they used for research.

General Outcome

3

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

3.2 Select and Process

GRADE

6

Specific Outcome

Access Information

Students will be able to:

3.2.4 use a variety of tools to access information and ideas; use visual and auditory cues to gather important information

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students draw a Venn diagram to compare their personalities with that of a character in a book they are reading.
- Students read for information by using the SQ3R strategy, which assists them in learning how to identify important information by attending to visual clues.
- While viewing a brief informational video, students turn their backs to the screen and listen for audio cues such as pauses, intonation, and signal words used to highlight sections of meaning.

Access Information

Students will be able to:

- 3.2.4** use a variety of tools to access information and ideas; use visual and auditory cues to gather important information (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use bibliographies, thesauri, and technology when accessing information and ideas?
- use these tools effectively?
- use auditory cues to identify relevant information?
- use visual cues to identify relevant information?

 Work Samples

Review students' SQ3R sheets with reference to the Focus for Assessment criteria.

 Checklists

Use the Focus for Assessment criteria to develop a checklist. Date each observation and note the context.

 Conferences

Discuss students' abilities to use a variety of tools and cues to access important information. Encourage students to reflect on and assess their strategies for extracting specific information. Questions such as the following are posed:

- *Hast du alle deine Informationen in deutschen Quellen gefunden?*
- *Hast du mehr oder weniger auf Deutsch gefunden als du erwartet hast?*
- *Was ist dir leicht gefallen?*
- *Was ist dir schwer gefallen?*
- *Was für Probleme hast du gehabt?*
- *Wie hast du sie gelöst?*
- *Was hast du Neues über dich gelernt?*
- *Was hast du Neues über dein Thema gelernt?*
- *Was hast du Neues über die deutsche Sprache gelernt?*

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

Make Sense of Information

Students will be able to:

3.2.5 use organizational patterns of oral, visual, and written text to construct meaning; skim, scan, and read closely to gather information

SAMPLE TEACHING AND LEARNING ACTIVITIES

- In small groups, students create a timeline of events from a story.
- Students create a comic strip depicting the main events of a story they have read in German.
- Students will read a short news article in German and then summarize it on a chart based on the 6 Ws.
- Students read an informational text in German and use a graphic organizer such as a Venn diagram, flow chart, or graph to show the relationship between ideas.
- Students read German texts using a self-monitoring approach to reading taught by the teacher.
- Working in small groups, students analyze a visual such as a cartoon, map, newspaper picture, photograph, or diagram for information. They discuss what the main idea is, what is happening in the visual, and record their findings on a chart that they later share with the class.
- Students use story maps to record key elements in their own words.

Make Sense of Information*Students will be able to:*

- 3.2.5** use organizational patterns of oral, visual, and written text to construct meaning; skim, scan, and read closely to gather information (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize and use organizational patterns of oral, written, and visual text to construct meaning? Patterns for recognition and use should include main ideas and supporting details, explanations, compare-contrast, cause and effect, and sequence.
- skim to gather information?
- scan to gather information?
- identify key words, phrases, and organizational patterns when listening to texts to construct meaning?

Observations

Observe students as they work with texts to determine whether they recognize organizational patterns in these texts. Observe students' skills in skimming and scanning for information in written text and listening for key words and phrases in oral and viewed texts. Determine students' abilities to assess information from a wide variety of texts.

Work Samples

Review work samples of graphic organizers to see evidence of students' skills in constructing meaning and organizing information using various patterns.

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

3.3 Organize,
Record, and
Assess

Organize Information

Students will be able to:

3.3.1 organize information and ideas, using a variety of strategies and techniques

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When starting a group research project, students brainstorm ideas for investigation and then group related ideas in a graphic organizer, such as a web, outline, 6 Ws, Venn diagram, flow chart, as well as in *Kreuztabellen* or *Begriffsreihen*.
- Students scan the Internet for biographical or autobiographical information about a specific author.
- In researching an assigned topic, students gather books and magazines from the library. They scan the tables of contents, indices, titles, subtitles, pictures, graphs, and charts to choose specific books for further investigation.
- Students choose a topic of interest for an oral presentation. They consider the purpose of their speech (e.g., informative, persuasive), their audience, and the tone (e.g., serious, entertaining). They decide what to include in the introduction, the body (e.g., information, opinions), and the closing of the presentation.

Organize Information*Students will be able to:*

- 3.3.1**
- organize information and ideas, using a variety of strategies and techniques
-
- (continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use a variety of strategies and techniques for organizing information and ideas, such as:
 - comparing and contrasting
 - classifying and sorting according to sub-topics
 - sequencing
 - arranging by order of priority
 - arranging by order of importance

 Anecdotal Records

Observe students in a variety of contexts to determine whether they organize their ideas using a variety of strategies and techniques. Preferences are noted. Date observations and contexts to note progress over time.

 Work Samples

Completed charts, maps, graphs, webs, etc., all provide evidence of the variety and efficiency with which students can organize information.

 Portfolios

Have students select work samples for their portfolios that demonstrate their skills in selecting and using a variety of strategies for organizing information.

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

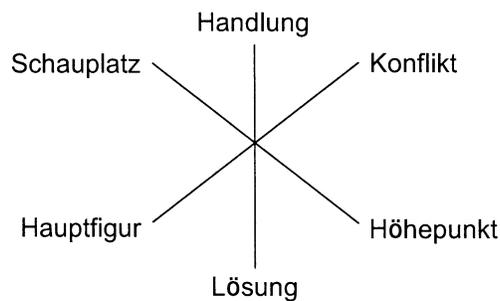
Record Information

Students will be able to:

- 3.3.2** record information in own words; cite authors and titles appropriately and provide publication dates of sources

SAMPLE TEACHING AND LEARNING ACTIVITIES

- In analyzing a story, students use a web to jot down story elements and the relationships among them.



- While doing a research project, a student includes a direct quotation from a person interviewed.
- While doing a research project, students will add a proper bibliography (“*Quellenverzeichnis/ Quellenangabe*”) to the end of their report.
- When conducting research, students use long, narrow strips of paper on which to record their information. They write the category or heading at the top of each strip, and record information in point form as either single words or phrases (Slim Jims).
- Students record information gathered during the inquiry process on a mind map, web, or other type of graphic organizer.

Record Information*Students will be able to:*

- 3.3.2** record information in own words; cite authors and titles appropriately and provide publication dates of sources (*continued*)

SAMPLE **ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- make effective notes from a variety of source materials?
- use note-making methods to record information from more than one source?
- use an organized system of recording notes?
- cite references in bibliographic format, listing authors' names in alphabetical order, title, and publication date?

 Portfolios

Students collect work samples that demonstrate their progress in organizing and recording information in their own words and in citing reference sources.

 Self-Assessments

Students use a checklist to assess their planning and retrieving steps of the inquiry process.

| Untersuchungsschritte—Schülercheckliste 1 | | |
|---|----|------|
| Name _____ Datum _____ | | |
| Thema _____ | | |
| | Ja | Nein |
| Um meine Fragen zu beantworten, habe ich einige Quellen gefunden. | | |
| Ich habe mir die besten Quellen ausgesucht. | | |
| Ich habe mir kurze Notizen gemacht. | | |
| Ich habe ein Organisationssystem gemacht. | | |
| Ich habe alle Quellen alphabetisch nach Autorennamen aufgelistet. | | |
| Meine Quellenangaben sind vollständig (Autoren, Titeln, Daten, Herausgeber, usw.) | | |

SAMPLE **RESOURCES**

German Children's Encyclopedia

Websites (e.g., Wikipedia.de)

General Outcome

3

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

3.3 Organize,
Record, and
Assess

GRADE

6

Specific
Outcome

Evaluate Information

Students will be able to:

3.3.3 recognize gaps in the information gathered and locate any additional information needed for a particular form, audience, and purpose

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A student goes to the library and chooses a picture book on sharks to share with a Grade 1 reading buddy. The student says, “I chose this book because there are lots of colourful pictures, showing the different kinds of sharks, and it will be easy for my Grade 1 buddy to read it with me.”
- Students use a class list of questions for providing feedback during peer-writing conferences.
- Students complete a KWL (WML) chart prior to beginning research on a sea animal. They then examine their chart to identify aspects of the topic that need more information.

Evaluate Information*Students will be able to:*

- 3.3.3** recognize gaps in the information gathered and locate any additional information needed for a particular form, audience, and purpose (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- evaluate the appropriateness of information for a particular form, audience, and purpose?
- identify gaps in information collected?
- gather additional information?

Checklists and Rubrics

Develop checklists or rubrics based on the Focus for Assessment criteria.

Self-Assessments

Prepare student self-assessment tools that help students focus on making decisions regarding gaps in information and relationships among content, purpose, form, and audience, such as the one below:

| Untersuchungsschritte—Schülercheckliste 2 | |
|---|-------------|
| Name _____ | Datum _____ |
| Thema _____ | |
| Habe ich: | |
| <input type="checkbox"/> meine Untersuchungsziele erreicht? | |
| <input type="checkbox"/> aktuelle Information gesammelt? | |
| <input type="checkbox"/> die Information überprüft? | |
| <input type="checkbox"/> Informationslücken gefunden und gefüllt? | |
| <input type="checkbox"/> Ergebnisse gefunden/Schlussfolgerungen gemacht? | |
| <input type="checkbox"/> die Information in ein Format dargestellt, das für meine Zielgruppe passend ist? | |
| <input type="checkbox"/> neue Untersuchungsfragen entwickelt? | |
| Meine neuen Untersuchungsfragen sind: | |
| _____ | |
| _____ | |

SAMPLE RESOURCES

A variety of books written in German from the school library

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

3.3 Organize,
Record, and
Assess

Develop New Understanding

Students will be able to:

3.3.4 assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After studying “Trees and Forests” students discuss the fate of Canadian forests in the near and distant future.
- After completing a short reading, assignment, or activity, students reflect on questions such as:
 - *Welche Aspekte der Aufgabe haben dir gefallen?*
 - *Welche Textaspekte haben dir gefallen?*
 - *Was würdest du als Autor im Text ändern?*
 - *Welche Angaben fehlen dir? Was möchtest du noch gerne wissen?*
- Students reflect upon their knowledge and skills gained through research, and their ability to generate new questions by using the following:

Untersuchungsprozesse—Schülerbewertung

Name _____ Datum _____

Thema _____

1. Ich habe/wir haben Folgendes gelernt:

2. Das Beste an dieser Untersuchung war:

3. Die folgenden Fragen habe ich/haben wir NICHT beantwortet:

4. Dieses habe ich/haben wir besonders gut gemacht:

5. Als Nächstes möchte ich/möchten wir dieses untersuchen:

Develop New Understanding*Students will be able to:***3.3.4** assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- relate gathered information to prior knowledge to reach conclusions?
- relate gathered information to prior knowledge to develop points of view?
- establish goals for developing further inquiry or research skills?
- assess his/her knowledge?
- draw conclusions?
- generate new questions related to his/her research?

 Portfolios/Response Journals/Reflection Logs

Students share their completed projects along with self-assessment guides. Students reflect on the inquiry process and make suggestions for future work. Their reflections should include answers to the following questions:

*Arbeitsmappe**Ich habe dieses Untersuchungsprojekt für meine Arbeitsmappe gewählt.**Es zeigt wie ich:*

- *meine Untersuchungsfrage entwickelt habe*
- *Quellen benutzt habe*
- *die Information deutlich präsentiert habe*

*Das beste an meinem Projekt war: _____**Ich bin stolz darüber weil _____**Beim nächsten Mal werde ich _____* **Anecdotal Records**

Make brief notes while observing students throughout the year in various research projects. Notes reflect the Focus for Assessment criteria and are dated to demonstrate students' growth over time.

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

Develop New Understanding

Students will be able to:

- 3.3.4** assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students conduct peer interviews about their research experiences using pre-established guide questions. Students record responses for each other and place them in their portfolios.

| Untersuchungsschritte—Partnerinterview | |
|--|-------------|
| Name _____ | Thema _____ |
| Interviewer _____ | Datum _____ |
| Planung | |
| Hast du: | |
| <input type="checkbox"/> das Thema verstanden? <input type="checkbox"/> Fragen zum Thema entwickelt? <input type="checkbox"/> eine interessante Untersuchungsfrage gewählt? <input type="checkbox"/> einen Plan entwickelt? <input type="checkbox"/> deinen Plan ausgeführt? <input type="checkbox"/> Informationsquellen gefunden? | |
| Angaben sammeln | |
| Hast du: | |
| <input type="checkbox"/> Informationen aus verschiedenen Quellen gesammelt? <input type="checkbox"/> Schaubilder entwickelt? <input type="checkbox"/> einige Antworten im Voraus erraten? <input type="checkbox"/> die Fragen mit Angaben aus den besten Quellen beantwortet? <input type="checkbox"/> etwas Neues gelernt? <input type="checkbox"/> neue Untersuchungsfragen entwickelt? | |
| Notizen machen | |
| Hast du: | |
| <input type="checkbox"/> Informationen in Stichpunkten notiert? <input type="checkbox"/> Angaben in Schaubildern dargestellt? <input type="checkbox"/> Angaben in Kategorien aufgeteilt? <input type="checkbox"/> Angaben in eigenen Worten formuliert? <input type="checkbox"/> nur die besten Angaben behalten? <input type="checkbox"/> weitergesucht, wo Angaben gefehlt haben? | |
| Über die Arbeit nachdenken | |
| Hast du: | |
| <input type="checkbox"/> deinen Untersuchungsplan durchgeführt? <input type="checkbox"/> deine Fragen beantwortet? | |
| Welche neuen Fähigkeiten hast du von dieser Projektarbeit gelernt? _____ | |
| Was möchtest du verbessern? _____ | |
| Was sind jetzt deine neuen Untersuchungsfragen? | |
| 1. _____ | |
| 2. _____ | |

Develop New Understanding*Students will be able to:***3.3.4** assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research (*continued*)SAMPLE **ASSESSMENT** STRATEGIES **Rating Scales**

When students are engaged in activities in which they exchange information with partners such as peer interviews. Use a rating scale to note to what extent students are:

- able to describe in some detail the information their partner provided
- actively engaged in the interactions using German to gain the required information
- able to sustain interactions taking risks with German
- able to describe their activities in sequence

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

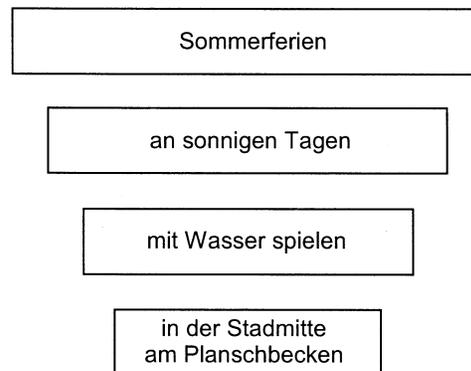
Generate Ideas

Students will be able to:

4.1.1 focus a topic for oral, written, and visual texts, using a variety of strategies

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create a cartoon or a sketch to capture the main ideas of a story they have read. They then plan a sequel to the story starting from a continuation of the cartoon.
- Students use a circle map involving the 6 Ws or a timeline as a planning strategy when asked to write a personal biography.
- Students prepare a concept pyramid as they narrow down their topic. For example:



This example narrows the topic of summer holidays down to one specific incident that the student can write about.

- Lead the students to focus on a topic by using guided visual imagery.

Generate Ideas

Students will be able to:

- 4.1.1** focus a topic for oral, written, and visual texts, using a variety of strategies
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- integrate ideas and information from experiences and a variety of sources?
- focus a topic for oral, written, and visual text composition based on information integrated from own experiences and other sources?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date and note the context of all observations. Discuss and provide feedback regarding students' skills in generating ideas and focusing on a topic.

 Conferences

Conference with students, using the Focus for Assessment criteria to develop questions for discussion.

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

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create a cartoon or a sketch to capture the main ideas of a story they have read. They then plan a sequel to the story starting from a continuation of the cartoon.
- Students create a short play using dialogue to retell a Greek myth.
- Students write a riddle or joke that they share with a partner.
- Students write a cinquain poem about a sea animal after reading an informational article.
- Students write a diary entry.
- Students make up a survey and conduct it.
- Students use a class graph, showing how many students in each grade wear bicycle helmets, to answer questions, such as:
 - In which grades do most students wear helmets?
 - Does helmet use increase or decrease as students get older?
- Sample Forms:

Diary Entry

The Great Blizzard of April, 1997

Friday, April 4, 1997

Today was the day that I would finally get my cast off. Me—Karen, Mom, Dad, and Jack were on our way to the hospital. Once we were finished there we would be on our way to Grand Forks. My Uncle B., Auntie D., Lindsay, and Evan were also going with us. We finally got to Winnipeg to pick them up and then we were on our way. We stopped in Emerson and got Mondetta sweatshirts because they were on sale. When we got to the Holiday Inn in Grand Forks, we dropped off our bags and went shopping. When we came back we went swimming in the pool. Jack got hit in the head with the beach ball. Got room service pizza. Our parents went out for supper. Lindsay and I had to babysit the two terrorists; Evan and Jack. We watched MTV for awhile then went to bed. I got the cot. Jack had to sleep with Mom.

Choose Forms*Students will be able to:***4.1.2** use a variety of forms for particular audiences and purposes (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use specific forms for particular audiences and purposes?
- demonstrate understanding of relationships among form, content, audience, and purpose in his/her compositions?
- select specific forms suitable to audience and purpose?

 Checklists

Develop criteria for various forms and observes students as they select that best communicate their message for particular audiences. The focus for observation for a variety of forms is listed below:

i. Narratives

Observe students' abilities to select and use one of the story planners studied in class. The story frame chosen may be used to assess students' writing of these forms.

ii. Reports

Does the student:

- include an introduction?
- present the main idea clearly and precisely?
- relate supporting ideas to the main idea?
- include details that explain the ideas?
- include a conclusion?

iii. Reader's Theatre

Does the student:

- use appropriate voice intonation to portray character?
- use appropriate voice volume?
- limit movement to simple gestures?

iv. Murals

Does the student:

- highlight main ideas visually?
- sequence according to outlines or notes?
- include specific details?

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

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Sample Forms: *(continued)*

Smoking Survey

We are conducting a survey for all Grade 6 students in school about cigarette smoking. We would like you to answer the following questions. On the sheet, you don't have to put your name, just answer the questions honestly according to your own experience and what you know.

- Do you know the effects of smoking? If so, name three.

- Why do you think teenagers smoke?

- How many cigarettes do you think are smoked by teenagers on a daily basis? _____
- What percent of teenagers do you think have tried smoking?
a) about 25% c) about 75%
b) about 50% d) about 100%
- What percentage of teenagers do you think smoke on a regular basis?
a) about 25% c) about 75%
b) about 50% d) about 100%
- Have you been pressured to try smoking? _____
- Please circle: I am: male female

Choose Forms*Students will be able to:***4.1.2** use a variety of forms for particular audiences and purposes (*continued*)SAMPLE **ASSESSMENT** STRATEGIES **Rubrics**

With students, develop rubrics that describe different levels of performance related to the criteria for each assignment.

 Self-Assessments/Peer Assessments/Response Journals

When students work in groups to create CD covers or cartoons, each group should be asked to agree on three or four criteria they will use for self- and peer assessment. For example, students might focus on the following:

- *wie gut man mitmacht*
- *wie kreativ man ist*
- *wie vorsichtig man arbeitet*
- *wie bereit man ist, neue Ideen auszuprobieren*
- *die Textform ist der Zielgruppe angepasst*

They could keep these assessments in journals, portfolios, or learning logs.

 Portfolios

Students choose pieces they have composed in a variety of text forms for a variety of audiences. Students are encouraged to include sample planners with their final work.

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

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Sample List of Text Forms

Written Texts

Advertisements
 Biographies and autobiographies
 Brochures, pamphlets and leaflets
 Catalogues
 Dictionary and grammar items
 Encyclopedia entries
 Folk tales and legends
 Forms
 Graffiti
 Instructions and other "how to" texts
 Invitations
 Journals, diaries and logs
 Labels and packaging
 Letters (business and personal)
 Lists, notes, personal messages
 Maps
 Menus
 Newspaper and magazine articles
 Plays
 Poetry
PowerPoint presentations
 Programs
 Questionnaires
 Raps/Songs
 Recipes
 Reports and manuals
 Short stories and novels/*Pourquoi*
 Signs, notices, announcements
 Stories
 Textbook articles
 Tickets, timetables, and schedules

GRADE

6

Specific
Outcome

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Sample List of Text Forms (*continued*)

Oral Texts

Advertisements
Announcements
Ceremonies (religious and secular)
Debates
Formal and informal conversations
Interviews
Lectures
Messages
Oral stories and histories
Plays and other performances
Reports and presentations
Songs and hymns
Telephone conversations

Multimedia Texts

Comic strips
Computer and board games
Movies and films
Slide/tape and video presentations/*PowerPoint*
TV programs
Websites

- As part of a daily/weekly current events program, students work in groups to dramatize a news story in class. As the group dramatizes, other students try to guess the 6 Ws of the news story. As students guess, write out the information on the blackboard. Students record the information in the form of a news summary.
- Students, working in groups, plan and construct a mural to represent a narrative or informational text read in class. Planning for the mural involves deciding on the main idea, the sequence of images (ideas), and supporting details.

GRADE

6

Specific
Outcome

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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

Organize Ideas

Students will be able to:

- 4.1.3** focus use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Paragraph Frames: Provide instruction in the use of paragraph frames to enable students to learn about the critical attributes of a variety of paragraphs.
- The following sample frames for narrative, explanatory, persuasive, and descriptive paragraphs can assist students in their writing. Students can use the questions that appear in the checklists for each type of paragraph to assess their own writing. They can also use them to offer specific suggestions to editing partners during peer writing conferences:

Im Erzählungston schreiben

1. Suche dir ein interessantes Thema aus.
2. Überlege dir, welche Erzählerperspektive du gebrauchen wirst (Als Teilnehmer gebrauchst du 'ich'; als Zuschauer gebrauchst du 'er' oder 'sie').
3. Liste die Geschehnisse der Reihe nach auf.
4. Überlege dir, ob alle Sätze so deutlich und alle Wörter so effektiv wie möglich sind.
5. Versichere, dass der Anfang interessant ist, damit der Leser zu Ende liest.
6. Versichere, dass der Leser am Ende weiß, dass es das Ende ist. Vielleicht machst du eine zusammenfassende Bemerkung oder erzählst, wie sich die Hauptpersonen fühlen.

Schülercheckliste

1. Zieht dich der Anfang in die Geschichte hinein?
2. Ist es deutlich, wer die Geschichte erzählt?
3. Gibt es eine logische Reihenfolge?
4. Ist die Geschichte klar und leicht zu verstehen?
5. Gibt es verschiedene Satzstrukturen im Text?
6. Kommt die Geschichte zu einem klaren Ende?
7. Bist du mit dem Ende zufrieden?

Organize Ideas*Students will be able to:*

- 4.1.3** use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use organizational patterns from other texts in his/her own compositions?
- use a variety of organizational patterns?
- adapt patterns for use in his/her own compositions?

 Checklists or Rubrics

Develop a checklist or rubric that addresses the student's ability to use a variety of text organizers to develop and arrange ideas to their own oral, written, and visual texts.

 Anecdotal Records

Observe in a variety of contexts and notes if students are able to adopt models they have heard, read, or viewed to enhance their own oral, written, and visual texts.

 Self-Assessments

Students monitor their own learning using completed graphic organizers that have been modelled by the teacher to determine if they have effectively developed and arranged ideas in their own creations.

 Conferences

Conference with students to assist, direct, and assess their use of graphic organizers to develop and plan personal creations.

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

Organize Ideas

Students will be able to:

- 4.1.3** focus use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Paragraph Frames *(continued)*

Explanatory Paragraphs

1. Decide on an interesting topic.
2. List the main steps in proper order.
3. Start your paragraph with a topic sentence or introductory sentence. Consider using a sentence or two to catch the reader's attention before you write your actual topic sentence.
4. Select the best signal words to indicate order (first . . . finally).
5. Expand your steps into sentences, adding whatever explanations are necessary.
6. Write a good closing sentence to end your paragraph.

Explanatory Paragraph Checklist

1. Is the topic sentence clearly worded?
2. Is it clear what is being explained?
3. Are the steps in the correct order?
4. Are the steps clearly stated and easy to follow?
5. Are the best signal or transition words used?
6. Does the paragraph have a good closing sentence?

Persuasive Paragraphs

1. Choose an interesting topic.
2. Make a list of arguments.
3. Anticipate the opposing side's arguments.
4. Write a topic sentence, stating your view in a convincing way.
5. Put your weakest argument following your topic sentence.
6. Write your strongest argument last.
7. Write a strong closing or summary sentence.

Persuasive Paragraph Checklist

1. Is the topic sentence clearly worded?
2. Does the topic sentence state the view clearly?
3. Have you anticipated the opposing arguments?
4. Does the order of arguments seem best for the intended audience? If not, reorder the arguments.
5. Are the arguments clearly stated?
6. Will the arguments convince the audience?
7. Is the closing or summary sentence effective?

Organize Ideas*Students will be able to:***4.1.3** use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

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

Organize Ideas

Students will be able to:

- 4.1.3** use listening, reading, and viewing experiences as models for organizing ideas in their own oral, written, and visual texts *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Paragraph Frames *(continued)*

Descriptive Paragraphs

1. Descriptive writing requires choosing the exact words. Choose an interesting topic and make a list of effective descriptive words.
2. Choose words and phrases that will create pictures in the reader's mind by appealing to the five senses of sight, smell, touch, taste, and hearing.
3. Start your paragraph with a sentence that gives a hint of what is to be described. It need not be a topic sentence. Sometimes the author does not tell us precisely what is being described until the last sentence.
4. Organize your description in an interesting way to give the reader a clear impression in his/her mind.

Descriptive Paragraph Checklist

1. Have you used the best possible descriptive words?
2. Does the description create detailed impressions in your mind?
3. Is the description accurate and vivid?
4. Does it appeal to the five senses?
5. Is it arranged in a logical order?
6. Is the description clearly stated with a variety of colourful, descriptive words?

- Students record the major events of a story they have read in German onto a story map. They later retell the story using the story map as a guide.
- Students use a poetry frame such as a cinquain or haiku to create an original poem.
- Students write a persuasive paragraph in German with the assistance of a sample paragraph and persuasive paragraph checklist.
- Provide opportunities for students to respond to texts in visual ways, using what they have learned about visual literacy. For example, they may respond to poetry using colour, shape, and line in their representation, but not words. They may respond using mime or dance.

Organize Ideas*Students will be able to:***4.1.3** use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

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

Appraise Own and Others' Work

Students will be able to:

- 4.2.1** share own stories and creations in various ways with peers, and give support and offer feedback to peers, using pre-established criteria

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Two students have developed the first draft of a picture book, with the written text and quick sketches. They work together to revise their first draft.
Student 1: When I read this out loud, I notice most of our sentences start the same way.
Student 2: Let's try to find more interesting sentences beginnings and make our illustrations more colourful.
- A student jots down some questions to ask during an editing conference about his work. For example:
 - Does my story make sense?
 - Are my verb conjugations correct?
 After the conference, students decide to rearrange the sequence of events/improve the introduction/write a better conclusion.
- Students complete goal-setting statements or self-evaluation rubrics while working on a research project. For example:

Today I _____
 What went well? Why? _____
 What did not go well? Why? _____
 Tomorrow I will _____
- As students share their stories using the author's chair, their classmates make thoughtful and helpful comments, using sentence frames. For example:
 - I couldn't understand why _____. Can you explain some more about that?
 - Your characters were very interesting. I liked the way they _____.

Appraise Own and Others' Work*Students will be able to:*

- 4.2.1** share own stories and creations in various ways with peers, and give support and offer feedback to peers, using pre-established criteria *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- revise his/her own composition?
- participate in peer and self revision of compositions?
- demonstrate knowledge of revision processes and responsibilities?
- demonstrate appropriate interaction skills within the peer revision processes?
- participate in developing criteria for revision?

 Anecdotal Records

Observe students as they share their own stories and work in a variety of contexts. Note how they offer support and feedback and how they respond to feedback from peers.

 Checklists

Create checklists that establish criteria for revision and use these as part of the assessment process.

 Rubrics

Use the Focus for Assessment criteria to create rubrics that describe levels of performance. Students should be familiar with the criteria.

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

4.2 Enhance and Improve

Specific Outcome

Appraise Own and Other's Work

Students will be able to:

4.2.1 share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm criteria for evaluating children's magazines.

| Kriterien | Bewertungsskala | | | | | Kommentare |
|-------------------------|-----------------|---------------|---|---|---|------------|
| | schwach | ausgezeichnet | | | | |
| | 1 | 2 | 3 | 4 | 5 | |
| – Inhaltsverzeichnis | | | | | | _____ |
| – Artikel | | | | | | _____ |
| – Sonderbeiträge | | | | | | _____ |
| – Zeichnungen/Graphiken | | | | | | _____ |
| – Aktivitäten | | | | | | _____ |
| – Interessenniveau | | | | | | _____ |

- Students use an established checklist to revise an advertisement for a school play.

| Inhalt | Ja | Nein |
|---|--------------------------|--------------------------|
| Spricht meine Werbung meine Zielgruppe an? | <input type="checkbox"/> | <input type="checkbox"/> |
| Ist der Inhalt passend für die Zielgruppe? | <input type="checkbox"/> | <input type="checkbox"/> |
| Habe ich alle wichtigen Angaben erwähnt? | <input type="checkbox"/> | <input type="checkbox"/> |
| Sind die Illustrationen und der Schrifttyp passend zum Thema? | <input type="checkbox"/> | <input type="checkbox"/> |
| Organisation | | |
| Ist alles in einer logischen Reihenfolge? | <input type="checkbox"/> | <input type="checkbox"/> |
| Wortwahl | | |
| Sind meine Wörter passend für die Zielgruppe und das Thema? | <input type="checkbox"/> | <input type="checkbox"/> |
| Rechtschreibung | | |
| Habe ich alles richtig buchstabiert? | <input type="checkbox"/> | <input type="checkbox"/> |

Appraise Own and Others' Work*Students will be able to:*

- 4.2.1** share own stories and creations in various ways with peers, and give support and offer feedback to peers, using pre-established criteria *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES
 Thinking about My Composing

Encourage students to review their own creations using a self-assessment questionnaire like the sample below. This fosters self-reflection and the development of a plan for future work.

| Über mein Schreiben nachdenken | |
|---|--------------|
| Name: _____ | Datum: _____ |
| Mein Titel | |
| Zwei Aspekte, auf die ich stolz bin: | |
| Was ich zur Verbesserung gemacht habe: | |
| Wo ich noch Verbesserungen machen kann: | |

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

Revise Content

Students will be able to:

4.2.2 revise for content, organization, and clarity

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After students complete a first draft piece of writing, they revise their work by answering questions, such as:
 - Do I have enough information?
 - What parts need to be taken out?
 - Are any parts of my writing confusing?
 - Is everything in the proper order?
- When revising a story, students edit for correct verb tense to make sure it is clear when the action occurs.
- When revising a story, students look for and correct improper pronoun usage.
- Students use organizers in their notes, such as headings, to assist in writing their ideas into paragraphs that have a clear focus and supporting details.
- Invite students to read a story displayed on overhead transparencies, and discuss how it could be divided into paragraphs to assist reader comprehension.
- Students complete a peer edit on one another's writing using a pre-established checklist.
- Students practise "short cuts for revision" strategies for revising their work. Strategies such as the use of arrows, self-stick notes, and coloured highlighter pens make revision easier.
- Students make revisions to inputted text by using word processing software to insert, cut, and paste text within and between documents.
- Model revision procedures with grade-appropriate texts on the overhead projector using a think-aloud process. Students participate in guided practice as a whole class, in small groups, and then individually. Students are encouraged to read their text aloud, to ask questions, and to keep a revision record up-to-date when revising work.
- Students double-space their work to aid revision. Using scissors and tape, students cut and paste text when revising their work. Students practise using word processing software to insert, cut, and paste text within and between documents.

Revise Content*Students will be able to:***4.2.2** revise for content, organization and clarity (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize the need for revision?
- revise his/her work independently?
- revise the content of work?
- revise work for clarity?
- organize thoughts for effective communication?
- eliminate unnecessary information?
- explain why information was eliminated?

 Peer/Self-Assessment

Peer/self-assessment using checklists/rubrics provide ongoing feedback about students' abilities to revise for content, organization, and clarity. See German BLMs for templates.

 Checklists

Develop a revision checklist based on the Focus for Assessment criteria. Dates and include the context of each observation. Use the data to guide instruction and to note progress over time.

 Conferences

Discuss with students aspects of revision such as:

- areas that presented a problem
- an action plan to implement revisions

 Portfolios

Students select work samples that show their abilities to revise for interest, ideas, and sequence. Have students date all draft copies and related checklists to be included with their piece. Students include their reflections with completed statements like the following:

Revisions and Reflections

I chose this piece because _____

The best aspect of my piece is _____

The teacher's comment about my piece was _____

A peer's comment about my piece was _____

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

Revise Content

Students will be able to:

4.2.2 revise for content, organization, and clarity (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Invite students to help develop a class chart or checklist to be used as a revision guide for informational text.

Revising My Work in Progress

Name _____ Date _____

Title _____

- I read my work aloud to myself to hear what it sounds like.
- My writing makes sense.
- I have enough information for my audience to understand my topic.
- My work is interesting for my audience.
- I have new ideas and information.
- My information is presented in a logical order or sequence.
- I took out unnecessary information.
- I have repeated important ideas in different ways.
- My writing creates an interesting impression.
- I have made good word choices.

- Model revision procedures with grade-appropriate texts on the overhead projector using a think-aloud process. Students participate in guided practice as a whole class, in small groups, and then individually.
- Students double-space their work to aid revision. Using scissors and tape, students cut and paste text when revising their work.
- Students practise using word processing software to insert, cut, and paste text within and between documents

Revise Content*Students will be able to:***4.2.2** revise for content, organization, and clarity (*continued*)SAMPLE **ASSESSMENT** STRATEGIES **Self-Assessments**

Students self-assess and record their revising skills according to a checklist revision record. For example:

| My Final Revision Checklist | |
|--|------------|
| Name _____ | Date _____ |
| Title _____ | |
| <input type="checkbox"/> I read my work aloud to myself. <input type="checkbox"/> I added new information and ideas. <input type="checkbox"/> I made my work interesting. <input type="checkbox"/> I took out (deleted) ideas that were not needed. <input type="checkbox"/> I changed the order (sequence) of information to make sense. <input type="checkbox"/> I asked someone for help (peer conference). I listened to my classmates' suggestions. | |

| Was man mir empfiehlt | |
|------------------------------------|-----------------------|
| Name: _____ | Datum _____ |
| Texttitel _____ | |
| Feedback/Empfehlungen von anderen: | |
| 1. Klassenkamarade | |
| a) im Partnergespräch | |
| Änderungsvorschläge | was ich geändert habe |
| | |
| b) beim Vorlesen (Autorenstuhl) | |
| Änderungsvorschläge | was ich geändert habe |
| | |
| 2. Lehrer/Lehrerin | |
| Änderungsvorschläge | was ich geändert habe |
| | |
| 3. Ich als Selbstkritiker | |
| Änderungsvorschläge | was ich geändert habe |
| | |

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

Enhance Legibility

Students will be able to:

- 4.2.3** write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Working in groups, students create brochures that present their school to new students. They use colour, line, shape, font styles, and appropriate spacing to develop a layout that effectively presents their message.
- Students create posters to announce school events such as Christmas concerts and German cultural events, using their best handwriting, calligraphy, or available technology to format attractive posters.
- Students participate in timed writing practice drills to help increase their pace while maintaining legibility.
- Students write thank-you letters to a guest speaker using their best handwriting, templates, stencils, or available technology.
- In pairs, students examine and compare handwritten letters from German-speaking countries and Canada, noting similarities and differences.
- Students study samples of German greeting cards. Students use their best handwriting to create unique cards and use their distinctive signatures. Students may use calligraphy, templates, or attractive stencils in making their cards by hand, or they may use available technology to create cards. Students send these cards to their classmates or family members to celebrate special occasions or achievements.

Enhance Legibility*Students will be able to:*

- 4.2.3** write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate(*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- develop a legible personal style of handwriting?
- choose formatting appropriate to content, audience, purpose?
- use desktop publishing skills?
- write legibly?
- demonstrate consistency in alignment, shape, slant, and spacing of letters?
- write at an appropriate pace for context and purpose?
- demonstrate pride and enjoyment in producing legible written work?
- identify areas for improvement in written work?
- select and use a variety of formatting options appropriate to audience and purpose?
- show progress in keyboarding accurately (if technology is available)?
- show progress in using a word processing program (if technology is available)?

 Anecdotal Records

Observe students in a variety of authentic writing contexts to assess the legibility and pace of their handwriting. Do the students have a positive attitude to handwriting? Is there a need to review certain letter formations or to consider alternatives to handwriting? If technology is available, observe students' abilities to select and use a variety of formatting options, according to purpose and audience.

 Work Samples

Collect data samples of students' work as a record of progress over time. Student work samples might include labels, captions, poems, menus, and invitations.

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and include the context of each observation to determine progress over time and to inform instruction.

General Outcome

4

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

4.2 Enhance and Improve

GRADE

6

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Working in groups, students create brochures that present their school to new students. They use colour, line, shape, font styles, and appropriate spacing to develop a layout that effectively presents their message.
- Students create posters to announce school events such as Christmas concerts and German cultural events, using their best handwriting, calligraphy, or available technology to format attractive posters.
- Students participate in timed writing practice drills to help increase their pace while maintaining legibility.
- Students write thank-you letters to a guest speaker using their best handwriting, templates, stencils, or available technology.
- In pairs, students examine and compare handwritten letters from German-speaking countries and Canada, noting similarities and differences.
- Students study samples of German greeting cards. Students use their best handwriting to create unique cards and use their distinctive signatures. Students may use calligraphy, templates, or attractive stencils in making their cards by hand, or they may use available technology to create cards. Students send these cards to their classmates or family members to celebrate special occasions or achievements.

Enhance Legibility*Students will be able to:*

- 4.2.3** write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES
 Self-Assessment

With students' input, develop a self-assessment checklist to monitor their progress in creating neat, legible work and to guide them in increasing their proficiency with script and with page formatting. Observe and discuss students' use of the checklist. Criteria such as the following may be included:

| Welchen Eindruck mache ich schriftlich? Schülercheckliste | | |
|--|--------------------------|--------------------------|
| Name: _____ Datum: _____ | | |
| | Ja | Nein |
| Meine Buchstaben sind alle deutlich. | <input type="checkbox"/> | <input type="checkbox"/> |
| Meine Buchstaben haben alle die richtige Form. | <input type="checkbox"/> | <input type="checkbox"/> |
| Der Abstand zwischen meinen Buchstaben ist gleichmäßig. | <input type="checkbox"/> | <input type="checkbox"/> |
| Ich halte mich an die Linien. | <input type="checkbox"/> | <input type="checkbox"/> |
| Der Abstand zwischen meinen Wörtern ist gleichmäßig. | <input type="checkbox"/> | <input type="checkbox"/> |
| Ich radiere meine Fehler vorsichtig weg. | <input type="checkbox"/> | <input type="checkbox"/> |
| Ich streiche meine Fehler vorsichtig durch. | <input type="checkbox"/> | <input type="checkbox"/> |
| Am Computer kann ich jetzt besser tippen als zuvor. | <input type="checkbox"/> | <input type="checkbox"/> |
| Mit dem Computer kann ich jetzt besser Text formatieren als zuvor. | <input type="checkbox"/> | <input type="checkbox"/> |

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

Enhance Artistry

Students will be able to:

- 4.2.4** choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students think of three different ways of introducing a presentation. For example:
 - start with humorous anecdotes
 - start with personal experience
 - start with the main points of the presentation
 Students decide which will be effective and interesting for the audience.
- Students identify coordinate and subordinate conjunctions such as *und, aber, dass, weil*, in sentences such as:
 - *Der Junge stolperte über den Stein, aber tat sich nicht weh.*
 - *Meine Mutter sagte, dass ich lieb bin.*
 - *Das Kind spielte mit dem Hund und der Katze.*
- After writing their letters, students notice that most of the sentences start with “*Ich*,” so they combine some sentences.
- Students brainstorm lists of words to help them write a comparative poem.

| | | |
|----------------|------------------|-----------------------|
| <i>schnell</i> | <i>schneller</i> | <i>am schnellsten</i> |
| <i>Stefan</i> | <i>Hund</i> | <i>Düsenflugzeug</i> |
| | <i>Fahrrad</i> | <i>Rakete</i> |
| | | <i>Rennauto</i> |

Schnell, Schneller, Am Schnellsten

Stefan läuft schnell.

Sein Hund läuft schneller.

Aber die Rakete ist am schnellsten.

- Students find good examples of superlatives in advertisements or sports stories, discuss their effectiveness, and then use them in their own work.
- When writing a story with narration and dialogue, students use the past tense for narration and the present tense for dialogue.
- When writing a haiku, students carefully choose words that create a visual image and that have the appropriate number of syllables.
- To enhance the message of a collage, students add letters and words cut from magazines.

Enhance Artistry*Students will be able to:*

- 4.2.4** choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- choose language to enhance meaning and emphasis?
- choose sounds and sound effects to enhance meaning and emphasis?
- choose images to enhance meaning and emphasis?
- choose appropriate transitional devices to enhance meaning and emphasis?
- revise to enhance the clarity and artistry of oral, literary, and media text through choice of particular language, sounds, images, and transitional devices?
- use varied sentence lengths and structures (including compound sentences)?
- revise for clarity and artistry (use poetic and figurative language)?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Date and include the context of the observations to note progress over time.

 Anecdotal Records

Focus on students' word choices for clarifying and enhancing meaning. Do students experiment with words drawn from the dialogues, language experience activities, literature, and oral language development activities?

 Clozes

Focus assessment on students' abilities to get meaning from context and to predict words that make sense and are grammatically correct.

 Work Samples

After students have received explicit instruction and guided practice in using descriptive words and varied sentence patterns, assess original oral and written texts for their use of descriptive words and varied sentence patterns.

 Portfolio Conferences

With student input, review and discuss their progress in using descriptive language and a variety of sentence patterns in their work over time.

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

Enhance Artistry

Students will be able to:

4.2.4 choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas (*continued*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students collect unique German phrases, vocabulary, or idiomatic expressions as they listen to, read, or view a variety of texts. Students may create a picture dictionary or a graffiti wall of these unique and interesting phrases. For example, “*Der Apfel fällt nicht weit vom Stamm.*” “*Du kannst zwei Fliegen mit einer Klappe schlagen.*”
- After reading a story, students identify simple and compound sentences from selected passages shown on an overhead projector. Students look for examples of similar sentence types in their own writing.
- Students, working in small groups, practise how to use descriptive words to enhance clarity of their sentences. Provide each group with a two- or three-word sentence. Students add appropriate adjectives and adverbs as single words and in phrases.
- Using an overhead projector, invite students to watch you model how to combine several short sentences into longer, more interesting, complex ones. Students, working in pairs, practise combining sentences. Students may later choose a personal piece of writing to revise by combining sentences.
- After writing a descriptive paragraph, students underline words that could be more specific to the subject or more interesting to the reader and make other word choices.
- Provide students with a list of transition or signal words that could be placed in their writing folders.
- With student input, develop lists of words that students may use to clarify and enhance their original texts. As the words are brainstormed, they can be placed in categories. (See German BLMs for a list of transition words.)

| Signalwörter | |
|---|---|
| Signalwörter, die Ideen verbinden | Signalwörter, die Vergleiche ziehen |
| Signalwörter, die Reihenfolgen ausdrücken | Signalwörter, die Ideen entwickeln und zusammenfassen |

Enhance Artistry

Students will be able to:

4.2.4 choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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

Enhance Artistry

Students will be able to:

4.2.4 choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, working with a partner, choose a story they have read in class and complete a story pyramid using the following format and instructions.
 1. Zeile: in einem Wort das Thema/die Hauptperson nennen.
 2. Zeile: in 2 Wörtern den Schauplatz beschreiben.
 3. Zeile: in 3 Wörtern eine Figur beschreiben.
 4. Zeile: in 4 Wörtern eine andere figure beschreiben.
 5. Zeile: in 5 Wörtern der Konflikt beschreiben.
 6. Zeile: in 6 Wörtern ein Geschehen beschreiben.
 7. Zeile: in 7 Wörtern ein anderes Geschehen beschreiben.
 8. Zeile: in 8 Wörtern die Lösung/Endung beschreiben.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Enhance Artistry

Students will be able to:

4.2.4 choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

General Outcome

4

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

4.2 Enhance and Improve

GRADE

6

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Review vocabulary and lead students to brainstorm a list of words relating to heroes. They arrange the words into categories to create webs.
- To better remember the parts of an airplane, students sketch the airplane and label each part (e.g., propeller, fuselage, wings, tail, ailerons, horizontal stabilizer, elevators).
- Invite students to record information they have researched about a weather phenomenon on retrieval charts provided for them.
- Students prepare a book talk on a German story or book they have read using a story map template.
- Students use an organizer in the form of a checklist to help them in reading and including all elements for a detailed composition.

Enhance Artistry*Students will be able to:*

- 4.2.5** prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use pre-established organizers, templates, and presentation techniques to prepare reports, compositions, presentations, inquiry, and research projects?

 Observations

Observe students as they prepare presentations, reports, and projects using templates or pre-established organizers. Determine the level of support and type of mini-lessons students require.

 Portfolios

Students select samples of work that represent their use of pre-established organizers. Samples should reflect progress over time and all work should be dated.

 Self-Assessments

Students reflect on and assess their work by completing self-assessment checklists or a response guide.

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Observe students during the composing process. Date and include the context of the observation to note progress over time. The data is used to guide instruction.

 Rubrics

With student input, use rubrics developed during instruction to assess the organization, neatness, and integration of visual and audio effect. Students identify and discuss their strengths and needs according to the rubric.

 Portfolios

Students select samples of completed work that reflect their attempts at enhancing their original texts. Samples should reflect progress over time and students should provide reasons for their choices.

 Conferences

Conference with students about their texts. Use data from checklists, rubrics, and self-assessments to guide the conference. Provide encouragement and positive feedback.

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

Enhance Presentation

Students will be able to:

- 4.2.5** prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use an organizer in the form of a checklist to help them in reading and including all elements for a detailed composition.

| Report Checklist | |
|---|-------------|
| Name: _____ | Date: _____ |
| Topic: _____ | |
| <input type="checkbox"/> Review all the information. Add detail or delete repeated information, as necessary. | |
| <input type="checkbox"/> Choose a title for your report and headings. | |
| <i>For each category:</i> | |
| <input type="checkbox"/> Read all the information. | |
| <input type="checkbox"/> Organize the information. | |
| <input type="checkbox"/> Create an interesting sentence to introduce your topic. | |
| <input type="checkbox"/> Use interesting visuals (charts, diagrams, photographs). | |
| <input type="checkbox"/> Give examples or add details to make interesting paragraphs. | |
| <input type="checkbox"/> Write a strong ending. | |
| <input type="checkbox"/> Revise and edit. | |
| <i>Plan for Presentation</i> | |
| <input type="checkbox"/> Summarize report in point-form on note-cards for oral presentation. | |
| <input type="checkbox"/> Choose suitable props or artifacts for oral presentation. | |
| <input type="checkbox"/> Select suitable sound effects or background music. | |

Enhance Artistry

Students will be able to:

4.2.5 prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Role-Play/Presentations

When students make presentations and engage in dialogues they have practised, criteria may focus more on fluency and accuracy than when they are involved in spontaneous activities. For prepared presentations, criteria might include:

- presentation is fluent
- message is comprehensible
- pronunciation and intonation are appropriate and support communication
- information is appropriate and relevant
- grammar is correct
- language is appropriate to the situation/context

Self-Assessments

| Checklist for Organization | | | | |
|---|------------|------------|---|---|
| Name _____ | | Date _____ | | |
| Assignment _____ | | | | |
| Scale: 1 — Never | | | | |
| 2 — Sometimes | | | | |
| 3 — Usually | | | | |
| 4 — Always | | | | |
| <i>My accomplishments</i> | Circle one | | | |
| I used titles or headings. | 1 | 2 | 3 | 4 |
| I remained on topic. | 1 | 2 | 3 | 4 |
| I wrote my ideas in an order that is easy to follow. | 1 | 2 | 3 | 4 |
| I wrote sentences to tell about the main idea of the paragraph. | 1 | 2 | 3 | 4 |
| I used visuals to explain my ideas and information. | 1 | 2 | 3 | 4 |
| I placed my visuals in the right places. | 1 | 2 | 3 | 4 |
| I neatly labelled my visuals. | 1 | 2 | 3 | 4 |
| I did well on the organization of this assignment because _____ | | | | |
| I would like to improve my organization skills by _____ | | | | |

Letters/Correspondence

- clear, relevant, appropriate information
- includes interesting details
- asks questions (uses questions practised in class)
- includes personal information
- spelling and mechanics do not interfere with meaning
- uses a variety of vocabulary and language structures

General Outcome

4

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

4.3 Attend to Conventions

GRADE

6

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 edit to eliminate sentence fragments and run-on sentences

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are given a text written with no punctuation or capitalization. Students must add appropriate punctuation with capitalization.
- Students practise writing effective sentences by participating in a “Daily Edit” exercise. Write an authentic message on the board or overhead that requires editing for sentence fragments and run-on sentences. Students work either individually or in small groups to make the necessary changes.
- Students work in pairs to edit one another’s journal entries for sentence fragments and run-on sentences. Authors then make the changes to their work.
- Read aloud a variety of sentences and ask students to use a checklist to identify them as sentence fragments, run-on sentences, or effective sentences.
- Invite students to edit a daily message written on the chalkboard or overhead that contains incomplete sentences. As students improve through their practice with this activity, they may assume the responsibility of writing the message for the class daily edit.
- Students work in pairs to edit one another’s original text for complete sentences. Each student has a copy of another student’s work. Students take turns reading their work while their partner monitors it for complete sentences. Authors then make suggested changes independently.

Grammar and Usage*Students will be able to:***4.3.1** edit to eliminate sentence fragments and run-on sentences (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- edit own work?
- edit peers' work?

 Peer/Self-Assessments

With the students, develop checklists and feedback forms that they may use to assess themselves and other students.

 Checklists

Develop checklists based on the Focus for Assessment criteria to record students' skills in editing for complete sentences. Use the data to guide instruction.

 Peer Editing

Observe as students work in pairs to edit a text for complete sentences. Each student has a copy of the other student's work. Students take turns reading their work while the partner monitors it to suggest changes.

 Conferences

Use completed checklists and students' work samples to conference with students about the progress in editing for complete sentences.

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

Spelling

Students will be able to:

- 4.3.2** know and apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students study and remember the spelling or formation of common words that are not phonically regular or follow typical spelling patterns (e.g., *Dehnungs-h Kohle*).
- Students refer to a dictionary or online dictionary to check the spellings of words they cannot spell correctly by using a sounding out strategy.
- Students brainstorm reasons why incorrect spelling is inappropriate (e.g., creates a bad impression, is misleading, interferes with the message, is sloppy).
- Students use the context and meaning of their writing to proofread for the correct usage of apostrophes and correct spelling.
- Students work in pairs to edit one another's work for misspelled words. Each student has a copy of his or her partner's work. Students read the piece together to identify misspelled words. Reading from the end of the text to the beginning may help some students focus on the spelling.
- With student input, prepare a class list of irregular words that students have difficulty spelling. This list is displayed in the classroom and when students encounter other words that pose spelling difficulties those words are added to the list. This list may be made into individual student bookmarks.
- Encourage students to develop metacognitive awareness of their spelling strategies by keeping a spelling log. Students use temporary spellings while drafting, and circle words that need to be verified or corrected. Students record their spelling attempts and their own reasons for their temporary spellings. They may include statements such as:
 - *Diese Woche lernte ich, ...*
 - *Ich möchte über _____ lernen.*
 - *Ich bin mir nicht sicher, ob _____.*
- Using an overhead projector, students, with teacher guidance, read a classmate's text looking for misspelled words. Then they discuss and correct any misspelled words.

Spelling*Students will be able to:*

- 4.3.2** know and apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- predict the spelling of unfamiliar words using strategies and a problem-solving approach?
- use phonetic and non-phonetic patterns?
- know and apply spelling conventions using a variety of spelling strategies?
- use structural analysis or knowledge of word parts such as prefixes, suffixes, and roots?
- know and apply spelling patterns when editing and proofreading?
- confirm spelling of unfamiliar words using a variety of resources to confirm correctness?

 Checklists

Develop checklists based on the Focus for Assessment criteria for assessing students' daily work to determine their developing skills and attitudes in using spelling strategies.

 Pre and Post-Spelling Tests

Together with students, analyze pre- and post-tests to determine areas of difficulty and to decide on effective spelling strategies.

 Portfolios

Students choose a range of written samples that show progress in spelling over time. Students should periodically study their samples to determine their spelling progress and to generate common spelling rules.

 Spelling Interviews

Interview students using their spelling log entries as a guide. Use the following questions:

- Why is spelling important?
- What do you do when you do not know how to spell a word?
- What do you do when you have not spelled a word correctly?

Use student responses to guide instruction.

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

Capitalization and Punctuation

Students will be able to:

4.3.3 know and apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students compare the rules of capitalization and punctuation in German and English, noting similarities and differences (e.g., all nouns are capitalized in German, where they are not in English).
- Students assist the teacher in preparing a template or list of criteria for editing and proofreading written work.
- When writing a short story in German, students refer to a novel or story they have read to find models for the correct use of quotation marks in dialogue.
- Students, working in small groups, look at selections of German children’s literature to find examples of the various uses of capital letters, commas, quotation marks, and other punctuation. The findings are shared and discussed with others.
- The class and teacher create a list of “expected” writing conventions in German (what does a good piece of writing include?). The list remains posted in the classroom for reference. It should be noted in the list that conventions for capitalization and punctuation are different to some degree from German to English (e.g., all nouns are capitalized in German).

Capitalization and Punctuation*Students will be able to:*

- 4.3.3** know and apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- apply capitalization and punctuation conventions in editing and proofreading
 - compound sentences?
 - titles?
 - headings?
 - salutations?
 - addresses?
 - dialogue?

 Checklists

Use checklists based on the Focus for Assessment criteria to determine students' development of proofreading and editing skills. Use checklists throughout the year to note progress over time.

 Student-Teacher Conferences

Conference with students about their editing and proofreading. Provide feedback and encourage accurate punctuation. Help students listen to themselves as they read their work to insert appropriate punctuation. Arrange an editing mini-lesson with students to focus on a skill such as how and when to use quotation marks.

 Peer Conferences

Have students photocopy their work and give a copy of a peer. Students read their work aloud while their peer edits or proofreads for capitalization and punctuation. The peer editor gives positive and corrective feedback.

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

Share Ideas and Information

Students will be able to:

- 4.4.1** prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience

SAMPLE TEACHING AND LEARNING ACTIVITIES

- The class makes a graph showing the favourite novel studied from a list of novels read during the year.
- A student interviews another student at the beginning of the year and introduces that student to the rest of the class.
- As a class, students write an article for the school newsletter about a recent field trip or special activity. They include photographs and drawings.
- Students locate and choose visuals from various websites to enhance an oral presentation.
- For the school literature fair, students present a book talk and a diorama on a novel.
- After reading a novel, two students role-play their favourite scene for the class.
- Students present a speech to the class as though they were running an election for:
 - the class representative
 - the principal for the day
 - a councilor or mayor
- A student explains to a Grade 2 buddy how to draw a butterfly or construct a boat, and assists the buddy with the project.
- In groups, students gather data and create a graph showing the favourite field trip the class participated in during the school year.
- Students develop multimedia presentation using appropriate software (e.g., *PowerPoint*, *Hyperstudio*) to share information on topics they have researched.

Share Ideas and Information*Students will be able to:*

- 4.4.1** prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- prepare effective presentations in a variety of forms, such as
 - interactive dialogues?
 - demonstrations?
 - dramatizations?
 - audio-visual representations?
 - visual arts representations?

 Checklists

Develop checklists based on the Focus for Assessment criteria to determine students' skills in planning, preparing, and delivering presentations. Each observation is dated and the context noted. Review the checklists and note progress over time to guide conferences and instruction.

 Rubrics

When sharing information on a topic, does the student:

- organize working materials logically for easy access?
- develop his or her own guidelines?
- follow teacher-directed guidelines?
- engage the audience's attention?
- maintain the audience's attention?
- use clear, fluent, and expressive language?
- look at the audience when speaking?
- assume a comfortable posture?
- use appropriate gestures?
- bring closure to the presentation?
- make good use of presentation time?
- demonstrate effective group participation skills and strategies?
- recognize and use audience feedback?
- use interactions during presentations (respond to questions, etc.)?

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

Share Ideas and Information

Students will be able to:

- 4.4.1** prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Invite students to develop appropriate procedures for oral sharing of narrative text (storytelling, poetry, family stories, personal narratives) and informational text (research reports, personal news, and news events) that includes organizing the content, developing audiovisual aids, and planning the delivery. Record these procedures on charts or on individual sheets for photocopying. See examples below for narrative and informational text.

| Story Presentation—Narrative Text |
|--|
| <p>Content Organization Include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a beginning, middle, and end <input type="checkbox"/> descriptive details of characters, setting, and events <input type="checkbox"/> events in order |
| <p>Audiovisual Aids Plan to use some of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> story maps, storyboard, or story vine <input type="checkbox"/> flannel board <input type="checkbox"/> puppets or props <input type="checkbox"/> illustrations <input type="checkbox"/> sound effects <input type="checkbox"/> background music |
| <p>Delivery Plans Plan to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use a good opener—capture audience attention <input type="checkbox"/> set the purpose of the presentation <input type="checkbox"/> speak fluently with expression <input type="checkbox"/> look at the audience <input type="checkbox"/> develop good posture <input type="checkbox"/> use effective gestures <input type="checkbox"/> use an effective closing presentation <input type="checkbox"/> present for right length of time (not too long, not too short) |

Share Ideas and Information*Students will be able to:*

- 4.4.1** prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES
 Self-Assessment for an Oral Presentation

Student may complete a self-assessment questionnaire after reflecting on their oral presentation in class.

| Oral Presentation Self-Check | |
|--|-------------|
| Name: _____ | Date: _____ |
| Title of presentation: _____ | |
| | Circle One |
| 1. I had a plan for doing my presentation. | Yes No |
| 2. I made this plan by myself. | Yes No |
| 3. Someone helped me with this plan. | Yes No |
| 4. I kept my work in one place. | Yes No |
| 5. My work in progress was well organized. | Yes No |
| 6. I practiced what I planned to say. | Yes No |
| 7. I included illustrations, graphics, or artifacts. | Yes No |
| 8. I included sound effects. | Yes No |
| 9. My audience was interested in my presentation. | Yes No |
| 10. My audience listened to what I had to say. | Yes No |
| 11. I answered questions from the audience. | Yes No |
| 12. The best thing about my presentation was _____ | |
| _____ | |
| 13. One thing I could do better next time is _____ | |
| _____ | |
| 14. One thing I would do the same next time is _____ | |
| _____ | |
| 15. Overall I would rate my presentation as _____ | |
| _____ | |
| _____ | |

(See German BLMs for similar checklists in German.)

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

Effective Oral and Visual Communication

Students will be able to:

4.4.2 use appropriate volume, phrasing, intonation, presentation space, nonverbal cues, such as body language and facial expression to enhance communication

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When explaining a diagram, students give the audience time to look at the diagram before listening to the explanation.
- Students use strategies such as humour/cartoons, repetition of main point, logical order, examples, stories, and presentation tools such as the overhead projector or *PowerPoint*, charts, paper, and whiteboard, to highlight the main points of a presentation.
- After a trial run of a reader's theatre presentation, students brainstorm ways of making their presentation more effective.
- When role-playing a telephone interview in German, students practise appropriate greetings and proper telephone etiquette. Students speak clearly and politely, say "excuse me" when unable to hear what is said, and carefully ask questions. At the end of it, students thank the person being interviewed.
- Students assist the teacher in developing an assessment rubric for an oral presentation or role-play. The rubric will be used to provide teacher and peer feedback.
- Students, taking turns, do a simple one-minute oral presentation every day on a simple given topic or theme being studied (e.g., clothing, weather, news items, favourite food). Students are given time to prepare in advance.

Effective Oral and Visual Communication*Students will be able to:*

- 4.4.2** use appropriate volume, phrasing, intonation, presentation space, non-verbal cues, such as body language and facial expression, to enhance communication
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- deliver short oral presentations and reports?
- focus audience attention?
- modulate his or her voice appropriate for the ideas and information presented?
- use appropriate intonation for the ideas and information presented?
- express ideas and information clearly?
- express ideas and information purposefully?
- use facial expression to enhance ideas and information?
- use gestures to enhance ideas and information?
- take risks in attempting to communicate more effectively?

 Checklists

Develop a checklist to assess students' understanding and ability to use volume, intonation, facial expression, and gestures to support oral communication.

| Aspekte | Lehrer/Partner | | Selbst | |
|---|----------------|-----------|----------|-----------|
| | Leistung | Kommentar | Leistung | Kommentar |
| Die Hauptpunkte sind verständlich. | | | | |
| Die Angaben sind relevant u. passen zum Thema. | | | | |
| Es gibt eine Vielzahl an Vokabeln und sprachlichen Strukturen. | | | | |
| Es wird fließend gesprochen. (Pausen sind meistens nur an Satzenden.) | | | | |
| Die Fragen werden gut beantwortet. | | | | |

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

Effective Oral and Visual Communication

Students will be able to:

- 4.4.2** use appropriate volume, phrasing, intonation, presentation space, non-verbal cues, such as body language and facial expression, to enhance communication
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When explaining a diagram, students give the audience time to look at the diagram before listening to the explanation.
- Students use strategies such as humour/cartoons, repetition of main point, logical order, examples, stories, and presentation tools such as the overhead projector or *PowerPoint*, charts, paper, and whiteboard, to highlight the main points of a presentation.
- After a trial run of a reader's theatre presentation, students brainstorm ways of making their presentations more effective.
- When role-playing a telephone interview in German, students practise appropriate greetings and proper telephone etiquette. Students speak clearly and politely, say "excuse me" when unable to hear what is said, and carefully ask questions. At the end of it, they thank the person being interviewed.
- Students assist the teacher in developing an assessment rubric for an oral presentation or role-play. The rubric will be used to provide teacher and peer feedback.
- Students, taking turns, do a simple one-minute oral presentation every day on a simple given topic or theme being studied (e.g., clothing, weather, news items, favourite food). Students are given time to prepare in advance.

Effective Oral and Visual Communication*Students will be able to:*

- 4.4.2** use appropriate volume, phrasing, intonation, presentation space, nonverbal cues, such as body language and facial expression to enhance communication
(continued)

SAMPLE ASSESSMENT STRATEGIES **Oral Presentations**

With students, rate each of the presentations presented in class as ST (strong), SA (satisfactory), MI (minimal), or NE (not evident).

| Aspekte | Lehrer/Partner | | Selbst | |
|---|----------------|-----------|----------|-----------|
| | Leistung | Kommentar | Leistung | Kommentar |
| Die Hauptpunkte sind verständlich. | | | | |
| Die Angaben sind relevant u. passen zum Thema. | | | | |
| Es gibt eine Vielzahl an Vokabeln und sprachlichen Strukturen. | | | | |
| Es wird fließend gesprochen. (Pausen sind meistens nur an Satzenden.) | | | | |
| Die Fragen werden gut beantwortet. | | | | |

General Outcome

4

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

4.4 Present and Share

GRADE

6

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 use appropriate volume, phrasing, intonation, presentation space, non-verbal cues, such as body language and facial expression, to enhance communication
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Effective Oral and Visual Communication*Students will be able to:*

- 4.4.2** use appropriate volume, phrasing, intonation, presentation space, nonverbal cues, such as body language and facial expression to enhance communication
(continued)

SAMPLE ASSESSMENT STRATEGIES **Conferences**

Record students' oral presentations and use the recording for individual or group conferences. The observation checklist may be used to guide the conference.

 Self-Assessment

Students need to be encouraged to reflect on their oral presentations or to improve their oral communication skills. Having students complete a questionnaire after viewing a recorded presentation may guide their self-reflection.

Mein Vortrag—Schüler selbstbewertung

Datum: _____ Name: _____

Thema _____

Nenne Beispiele die Folgendes beweisen:

1. Du hast Wichtiges mit deiner Stimme betont: _____

2. Du hast Wichtiges mit deinem Gesichtsausdruck betont. ____

3. Du hast Wichtiges mit deinen Handbewegungen betont.

4. Du hast Wichtiges mit deinen Körperbewegungen betont. ____

5. So hast du deine Zuschauer aufmerksam gemacht: _____

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

Attentive Listening and Viewing

Students will be able to:

- 4.4.3** demonstrate critical listening and viewing behaviours, and show respect for the presenter

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Invite students to look at illustrations and watch a video on German Christmas, and describe the mood and emotions depicted in the illustrations and video.
- When preparing to make an oral presentation of a poem, students choose to vary the tone and speed of their speaking to convey the mood of poem.
- Students respond appropriately to the mood of a readers' theatre presentation and provide positive feedback, such as "I liked your play because...."
- Students respond appropriately to a classmate's *PowerPoint* presentation by providing either oral or written feedback in the form of "2 Hurrahs and a Hint." Prior to expecting students to give feedback to their peers in German, review or teach the necessary vocabulary.
- Students provide written feedback to classmates after oral presentations by completing feedback forms developed by the teacher with student input.

Nach dem Vortrag—Zuschauer Reaktionen

Datum _____

Sprecher _____

Thema _____

1. Was ich interessant fand war _____

2. So hast du meine Aufmerksamkeit gelenkt: _____

3. Vielleicht könntest du beim nächsten Mal _____

Unterschrift _____

Attentive Listening and Viewing*Students will be able to:***4.4.3** demonstrate critical listening and viewing behaviours, and show respect for the presenter (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- listen/view actively and demonstrate comprehension?
- demonstrate appropriate verbal and non-verbal behaviours when participating as an audience?
- listen/view critically?

 Anecdotal Records

Observe and record students' audience behaviours. Date and note specific examples to determine students' developing skills in listening and responding to presentations.

 Conferences

Conference with students about the feedback slips completed by classmates. Help students consider what others have said in response to their presentations, and encourage them to consider suggestions when preparing for and presenting again.

 Peer Assessments

Peers may assess student presentations. An example of a peer assessment strategy is "Two Stars and an Idea."

Two things interesting about the person's presentation were:

- 1.
- 2.

A suggestion for the person to consider for his/her next presentation _____

General Outcome

4

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

4.4 Present and Share

GRADE

6

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate critical listening and viewing behaviours, and show respect for the presenter *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Attentive Listening and Viewing*Students will be able to:*

- 4.4.3** demonstrate critical listening and viewing behaviours, and show respect for the presenter *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES
 Self-Assessments

Students reflect on their behaviour during class presentations and complete a self-assessment. Review necessary vocabulary and ask students to fill out a self-assessment form such as the following:

| Thinking About Myself As An Audience Member | | |
|--|--------------------------|--------------------------|
| Name _____ Date _____ | | |
| | Yes | No |
| 1. I was quiet while the speaker was talking. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. My eyes were on the speaker. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I used my body language to show the speaker I was listening. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I asked the speaker a question about the topic. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I paid attention when others asked the speaker questions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I made a positive comment about the presentation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I enjoyed the presentation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I helped my classmates enjoy the presentation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The best example of good audience behaviour I showed was: _____ | | |
| 10. One way I could improve my audience behaviour is: _____ | | |

General Outcome

5

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

5.1 Develop and Celebrate Community

GRADE

6

Specific Outcome

Share and Compare Responses

Students will be able to:

5.1.1 compare personal ways of responding and thinking with those of others

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm a list of cheers to encourage fellow students during a sporting activity.
- Students share their opinions about a field trip to a museum, art exhibit, etc., using predetermined criteria.
- Students conduct a survey of fellow classmates about their opinions on a specific topic, and then create a graph or Venn diagram to show the results.
- When students disagree about whether or not they liked a book or movie, they explore the reasons for their differences.
- Students attend a German play, and then write a short critique on what they liked about the play and what they felt needed improvement. Students share their critiques with the class and discuss them.
- Students watch a video of a dance group from a German-speaking country. During the video, students choose one dance and one song, and write three reasons why the piece appeals to them. In pairs, students then share their responses.

Share and Compare Responses*Students will be able to:*

- 5.1.1** compare personal ways of responding and thinking with those of others
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- share ideas and personal responses willingly?
- demonstrate awareness and acceptance of differing responses and perspectives?
- recognize similarities and differences between personal opinions and those of others?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Date and record the context of the observations. Review the data to note progress over time.

 Work Samples

Analyze students' work to assess their willingness to describe personal ideas and experiences and to recognize others' points of view. Work samples may include students' self reflections or response journals.

 Portfolios

Students chose written work or graphic organizers such as Venn Diagram that illustrate comparisons between own and others' ideas and experiences.

 Observations

Observe cooperative learning groups to gather data on:

- students' willingness to share their own ideas and experiences
- students' willingness to listen to others' ideas and experiences
- students' skills in communicating their own ideas and experiences
- students' skills in acknowledging of others' ideas and experiences in a non-judgmental manner

 Journals or Learning Logs

Students reflect on the similarities and differences in ways of responding and thinking with classmates.

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

5.1 Develop and Celebrate Community

Relate Texts to Culture

Students will be able to:

5.1.2 explore cultural representations in oral, literary, and media texts from various communities

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students compare versions of the same fairy tale from different cultures (e.g., *Cinderella*, *Popeliushka*, *The Rough-Face Girl* (Aboriginal story), *Yeh-Shen* (China), *Aschenputtel*—German).
- Students listen to a multi-ethnic radio station and compare elements of the broadcast to a German broadcast.
- Students explore various websites (e.g., www.brama.com/art/christmas.htm), and compare Christmas traditions as written on the website and common local practices (e.g., elements to compare: St. Nicholas, Christmas, caroling).
- Students view a variety of game shows/talk shows from a German-speaking country and discuss the similarities and differences between similar North American programs.
- Students view videos of Easter traditions in a German-speaking country and complete a Venn diagram to compare these traditions with those practised in their own community.
- While emailing with a class from a German-speaking country or another city, students are asked to share their favourite text (e.g., fairytale). Compare and contrast their likes and dislikes.

Relate Texts to Culture*Students will be able to:*

- 5.1.2** explore cultural representations in oral, literary, and media texts from various communities (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- make connections between cultures and ideas represented in texts?
- recognize the similarities and differences in how like ideas are presented by different cultures?
- recognize specific styles or symbols used by a culture?
- use language relevant to a particular culture in presenting personal reflections on oral, literary, and media texts from a variety of cultures?

 Anecdotal Records

Observe students during large and small group discussions. Assess students' skills in explaining personal perspectives on culture and ideas represented in oral, literary, and media texts.

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Observe students in large and small group activities and note the context for each observation. Refer to the checklist throughout the year to note progress over time.

 Portfolios

Students choose work samples that reflect their best efforts in representing similarities and differences in cultures.

 Work Samples

Analyze work samples such as Venn diagrams, thinking maps, response journals, and learning logs to determine how students explore and record personal perspectives on cultural representations in oral, literary, and media texts.

SAMPLE RESOURCES

Website: <www.brama.com/art/christmas>

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

Appreciate Diversity

Students will be able to:

- 5.1.3** connect the insights, thoughts, feelings, and experiences of individuals in oral, literary, and media texts to personal experiences

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read books and identify the challenges faced by the main characters. They make comparisons with their own lives.
- Students discuss how personal experiences contribute to the understanding of novels (e.g., playing sports, owning a pet, living in another province, losing a family member).
- When students disagree about whether or not they liked a book or movie, they explore the reasons for their differences.
- Students research a hero and write a short biography including their contributions.
- Using a Venn diagram or a comparison chart, students compare their lives with the life of a famous person.

Appreciate Diversity*Students will be able to:*

- 5.1.3** connect the insights, thoughts, feelings, and experiences of individuals in oral, literary, and media texts to personal experiences (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- compare and relate individuals and situations portrayed in texts to his/her personal life?
- integrate others' ideas into his/her understanding of diversity?
- reflect on his/her own participation in various communities?
- understand his/her relationship to the communities of the past and future?

 Self-Assessments

Students may use the following questions to monitor their understanding of diversity, their personal participation, and responsibilities in a variety of communities:

| Mitgefühl für andere–Schülerselbstbewertung | | | |
|---|-------|-------------|-----|
| Name _____ | | Datum _____ | |
| Statement | immer | manchmal | nie |
| • Ich beteilige mich an Klassendiskussionen. | | | |
| • Ich beteilige mich aktiv am Leben innerhalb der Schule. | | | |
| • Ich beteilige mich aktiv am Leben außerhalb der Schule. | | | |
| • Ich vergleiche Menschen und Erlebnisse in Texten mit Menschen und Erlebnissen im Leben. | | | |
| • Ich versuche Menschen zu verstehen, die anders sind als ich. | | | |
| • Ich lerne gerne über Menschen von anderen Ländern/Provinzen/Städten/usw. | | | |
| • Ich übernehme innerhalb der Klasse gerne Verantwortung für etwas. | | | |

 Work Samples

Review T-charts or Venn diagrams for evidence of students' skills in comparing and evaluating individuals and situations in text to real-life experiences.

 Checklists

Include criteria in a checklist that assesses a students' skills in comparing individual and situations portrayed in oral, literary, and media texts to their own personal experiences.

SAMPLE **RESOURCES**

Guest speakers from the German community

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

Celebrate Special Occasions

Students will be able to:

5.1.4 select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students prepare thoughtful and relevant questions to ask presenters at a mock legislature session or class meeting.
- Students write a formal letter to their parents inviting them to attend an event, such as a celebration of learning or student-led conference.
- Students prepare a speech for a Grade 6 farewell celebration.
- Students prepare posters and invitations to school-based events.
- Students create three German language awards in bookmark format which they present to classmates whom they deem deserving (language criteria to be set by the teacher). This will occur at the end of the month in a traditional ceremony planned by the students.
- Every morning, choose five students to speak about a special event of their choice. Students must be ready to speak at any time.
- During a weekly Monday morning sharing session, students share and acknowledge one another's special news or accomplishments with verbal statements like "*Gut gemacht, ich gratuliere*".
- Students create a special "Student of the Week" award upon which they list that person's special qualities (e.g., *Du bist lieb. Du kannst gut Fußball spielen. Du kannst gut zeichnen. u.s.w.*).
- Students prepare, in advance, a short talk about a special event of their choice, such as a school spirit day, mini Olympics, or an awards ceremony.

Celebrate Special Occasions*Students will be able to:*

- 5.1.4** select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate awareness of audience?
- use appropriate language?
- demonstrate an understanding of the role of language in portrayals of cultural, gender, age, and other groups?
- use appropriate body language?
- participate in new experiences to broaden the opportunities to learn?
- monitor his/her own use of language when engaged in a celebration?
- demonstrate self-assessment and respectful observation of others when engaged in a celebration?

 Checklists

Develop checklists that assess students' skills in responding positively to their own and others' accomplishments. All observations are dated and reviewed to note progress over time.

 Anecdotal Records

Note students' responses that acknowledge and celebrate achievements.

 Self-Assessment

Students complete self-assessments at regular intervals. These self-assessments may be placed in the students' portfolios.

| Wie nett ich doch gewesen bin - Schüler selbstbewertung |
|---|
| Name: _____ Datum _____ |
| Beschreibe, was du getan hast: |
| Ich habe _____ ein Kompliment gemacht. Das war für _____. |
| Ich habe mich bei _____ für _____ bedankt. Das war am _____ (z.B. Montag). |
| Ich habe _____ mit seinem/seiner/ihrer/ihrer _____ geholfen. |
| Ich habe in der Pause mal mit _____ gespielt. Dann war er/sie nicht so allein. |
| Ich habe am _____ (z.B. Montag) eine gute Note für _____ bekommen. Da war ich froh! |

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

5,2 Encourage,
Support, and
Work with
Others

Co-operate with Others

Students will be able to:

5.2.1 assist group members to maintain focus and complete tasks

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students assume the roles of editor, illustrator, and writer, and collaborate together to write news articles for a classroom newspaper.
- While making a paper plane, a student has difficulty getting the wings symmetrical and seeks help from another.
- After reading a story, students develop their own character webs on the main character, compare their individual webs with one other student, and create a third web combining the best of their work.
- When starting a research project, a group of students discuss preferences for assigning tasks. The class brainstorms for possible phrases, such as:
 - *Ich möchte gern . . . , weil*
 - *Ich möchte lieber, weil*
 - *Ich kann . . . , weil*
 - *Ich interessiere mich für . . .*
- Students complete a mid-project, a final peer evaluation, and a final evaluation based on pre-established criteria. Students must use three adjectives to describe their group members' performance. Provide a list of adjectives to choose from.
- When leading a group meeting, a student asks another student to record solutions to the problem being discussed (e.g., *Wer möchte der Gruppenleiter sein? Wer möchte aufschreiben? Wer möchte für das Projekt verantwortlich sein?*)
- Students learn the language they need for co-operative group work by watching and listening carefully as the teacher models the language and behaviours of attentive listening, giving encouragement, praising accomplishments, and clarifying ideas and responses. The vocabulary necessary for co-operative group work in German is posted in the classroom for student reference. Students practise this vocabulary through role-plays and repetition.

Co-operate with Others*Students will be able to:***5.2.1** assist group members to maintain focus and complete tasks (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- remain on task consistently during group work?
- use task maintenance behaviours to help the group maintain or regain focus?
- participate in group problem-solving related to productivity and other group issues?
- use problem-solving techniques?

 Checklists

Use checklists based on the Focus for Assessment criteria to monitor students' cooperative behaviours. Circulate among groups during small-group work to observe behaviours.

 Conferences

Conference with cooperative learning groups to review group processes, provide feedback on observations made, and discuss ways to improve the cooperative learning process.

 Quick Checks (Thumbs Up/Down)

Use a Quick Check to determine how students feel about the way they worked on a cooperative activity. Students show a “thumbs up” if their group worked well. They show a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick Checks may be used when time does not permit using an extended checklist.

 Self-Assessments

Students complete self-assessment forms to self-report on personal contributions to group success and use of German during group activities. Students can use checklists, diaries, or learning logs.

SAMPLE RESOURCES

PowerPoint software

Newspapers from German-speaking countries can be downloaded or accessed on the Internet

General Outcome

5

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

5,2 Encourage,
Support, and
Work with
Others

GRADE

6

Specific
Outcome

Work In Groups

Students will be able to:

5.2.2 select and assume roles to assist in the achievement of group goals

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students discuss possible topics to research on Germany.
Student 1: Our neighbours took a trip to Germany, so tourism would be good.
Student 2: Whenever we study a new country, we study the customs, so let's put that down.
Student 3: I know there are a lot of old castles in Germany, so we should find out about their history.
Student 4: I wonder what foods they eat? We could find out about that.
- A group of students discusses and assigns roles to make a brochure (e.g., graphics, locating information, writing, layout). As they put the brochure together, they find they have too much print information and decide if they should make the brochure bigger, use smaller print, summarize the information with key points, or use a visual.

Work In Groups*Students will be able to:***5.2.2** select and assume roles to assist in the achievement of group goals *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate knowledge of various group roles and their responsibilities?
- select and assume specific roles and use them in a group task?
- choose roles appropriate to the specific task?
- provide feedback about group roles and how effectively they were carried out?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Observe students as they engage in small-group discussions and record students' question-asking patterns.

 Self-Assessments

Students complete self-assessments that indicate their engagement in small-group or paired discussions. Questionnaires can be created based on the following sample.

| In der Gruppe mitmachen—Schüler selbstbewertung | | | |
|---|-------|----------|----------|
| Name: _____ Datum: _____ | | | |
| Gruppenmitglieder: _____ | | | |
| | immer | manchmal | fast nie |
| Ich höre zu wenn andere sprechen. | | | |
| Ich stelle Fragen, die zum Thema passen. | | | |
| Ich beantworte Fragen ehrlich. | | | |
| Meine Antworten passen zum Thema. | | | |
| Ich höre zu, wenn andere meine Fragen beantworten. | | | |
| Ich warte bis ich an die Reihe komme. | | | |
| Ich unterbreche andere, wenn sie sprechen. | | | |
| Ich mache negative Bemerkungen. | | | |
| Wenn ich einen Gedanken schlecht finde, reagiere ich gegen die Person, die ihn ausspricht. | | | |
| Wenn ich einen Gedanken schlecht finde, sage ich warum der Gedanke nicht gut ist. (Das geht nicht, weil...) | | | |
| Ich helfe meiner Gruppe, eine gute Diskussion zu haben. | | | |

 Conferences

Conference with students to reinforce positive communication behaviours as well as to address discrepancies between students' self-assessment reports and the behaviours that are actually observed.

General Outcome

5

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

5,2 Encourage, Support, and Work with Others

GRADE

6

Specific Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 demonstrate sensitivity to appropriate language use and tone when communicating orally

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Following a mini-lesson on formal introductions, a student prepares a short welcome and introduction for a guest speaker at a Grade 6 graduation/farewell.
- Students address guests to the school using the appropriate form “*Sie*.”
- Students use appropriate greetings such as “*Herzlich Willkommen, Guten Tag, Hallo, Tschüss, Aufwiedersehen, Ciao*.”
- In small groups, students choose a variety of poetry selections to present orally in class.

Use Language to Show Respect*Students will be able to:***5.2.3** demonstrate sensitivity to appropriate language use and tone when communicating orally (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- select and use language appropriate to the context?
- demonstrate knowledge of the elements that make up oral communication including tone, volume, intonation, word choice, register, and non-verbal cues?
- demonstrate understanding of a range of socially and culturally appropriate verbal and non-verbal language use?
- monitor his/her own language use, recognizing the need for language change/adaptations for different social and cultural experiences?
- apply culturally appropriate greetings at appropriate times?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 Conferences

Conference with students to reinforce positive communication behaviours as well as to address discrepancies between students' self-assessment reports and the behaviours that are actually observed.

 Anecdotal Records

Record examples of students' behaviours that show appreciation of variations in language use. All observations should be dated.

Evaluate Group Process*Students will be able to:*

- 5.2.4** assess own contributions to group process, set personal goals for enhancing work with others, and monitor group process, using checklists *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- participate willingly in self-assessment of contributions to group process?
- use checklists and other tools for self- and group assessment?
- reflect on personal behaviours and set personal goals?
- reflect on group behaviours and participate in group goal-setting?

 Checklists

Develop checklists based on the Focus for Assessment criteria, or use a grid like the following to record students' group behaviours.

| Unsere Gruppenarbeit | | | | |
|-----------------------------|-----------------------|-----------------|------------------|--------------------|
| Datum: _____ | | | | |
| Thema: _____ | | | | |
| Namen | Zeit gut gebraucht | gut zugehört | Ideen geteilt | War hilfsbereit |
| | | | | |
| | | | | |
| | | | | |

 Response Journals/Reflection Logs

Students respond to prompts to write in Reflection Log. Such prompts could include:

- *Eine Gruppe funktioniert gut, wenn...*
- *Unsere Gruppe funktioniert am besten, wenn...*
- *Heute habe ich...*
- *Nächstes Mal helfe ich meiner Gruppe wenn ich...*

Students should engage in written dialogue to give positive feedback and suggestions for improving the effectiveness of group work.

 Testing—Whole Class

Individual accountability may be assessed through regular quizzes and tests. Regular periodic testing helps keep students aware of their responsibility to learn while they are doing group work.

 Testing—Individuals

Assess students' accountability for assigned work by calling on individual students from each group to provide an answer to a question. Select randomly.

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

Sound-Symbol System

Students will be able to:

6.1.1 consistently and independently use all elements of the sound-symbol system

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Dictate a short paragraph to the students, who transcribe the text using proper elements. (Paragraph may be new or prepared.)
- Students are given a text written in capital letters with no punctuation. Students then rewrite the text using all spelling elements.
- See 4.3.2 for more ideas.
- Administer a spelling pretest of words that students are not familiar with in order to assess their knowledge of the sound-symbol system. After the pretest, go through the list of words with the class and review the sound-symbol system. Choose specific words with letters that students find confusing (e.g., v/w, f/v, ä, ö, ü).

Sound-Symbol System*Students will be able to:*

- 6.1.1** consistently and independently use all elements of the sound-symbol system
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- consistently and accurately apply knowledge of the German alphabet in familiar situations?
- consistently and accurately apply knowledge of the German alphabet in unfamiliar situations?

 Checklists

Create a checklist based on the Focus for Assessment. All observations are dated and the context noted. The data should be reviewed to note progress over time and to guide instruction.

 Portfolios

Students choose work samples to show their progress in applying phonetic knowledge of German. Samples can include pre-texts, post-texts, and rough drafts. Students can discuss their progress and make observations about areas that still require improvement.

 Anecdotal Records

Observe students as they work with words, either orally or in written work, to determine their abilities to use the German alphabet accurately. Data can be recorded on a checklist and dated.

 Running Records

Record students' oral reading behaviour as they read a German text. Record miscues as students read orally. Analyze their behaviours to determine effective and efficient use of cueing systems.

 Testing

Individual accountability may be assessed through regular quizzes and tests. Regular periodic testing helps keep students aware of their responsibility to learn while they are doing group work.

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

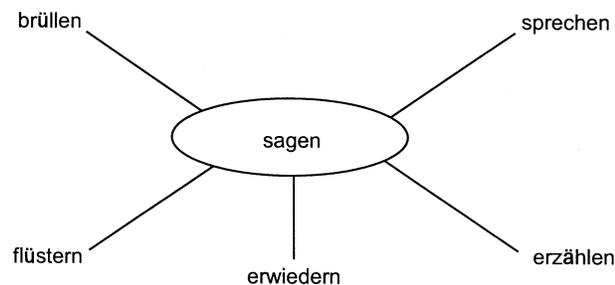
Vocabulary

Students will be able to:

- 6.1.2** recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students write a word map to come up with variations of words. For example:



- Students draw a poster of a word with multiple meanings (e.g., *Birne* = pear and light bulb and brain).
- In teams, students play a game like “Family Feud” where they must guess as many different words or phrases that express the same idea (e.g., ways to introduce oneself):
 - *Ich heiße ...*
 - *Mein Name ist*
 - *Ich bin ...*

Vocabulary

Students will be able to:

- 6.1.2** recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize that one word may have many meanings?
- recognize that various words and expressions may convey the same idea?

 Checklists

Develop a checklist based on the Focus for Assessment. Observe students as they work with new vocabulary, and note the appropriate or inappropriate use of vocabulary. Date all observations and note progress over time.

 Paper/Pencil Tests or Oral Tests

Once students have had ample opportunity to study new vocabulary and expressions and to explore the multiple meanings of some words, test their knowledge on an oral or written test.

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

Grammatical Features

Students will be able to:

6.1.3 use, in **modelled** situations, specific grammatical elements:

- adjectival endings
- all possessive pronouns in accusative and dative
- relative clauses in nominative (*Die Katze, die...*)

use, in **structured** situations, specific grammatical elements:

- prepositions with dative and accusative
- imperative (singular, plural, and formal)
- personal pronouns (accusative and dative)
- familiar separable verbs
- future tense
- verb conjugation including modals in present, perfect, and past tenses
- formal address
- sentence structure (subject, object, and indirect object)

use, in **independent** situations, the following grammatical elements:

- prepositions with accusative only and dative only
- comparison of adjectives
- verb position in the subordinate clause (*dass, weil, als*)
- verb conjugation including modals in present tense
- imperative (singular—*geh*, plural—*geht*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Grammatical elements, which the student is able to use independently and consistently, are to be maintained for the duration of the student's bilingual programming. Some concepts will need to be modelled and structured for more than one year.

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 linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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 linguistic elements, and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

Independent Situations: 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 be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

Grammatical Features*Students will be able to:*

- 6.1.3** use, in modelled situations, specific grammatical elements
use, in structured situations, specific grammatical elements
use, in independent situations, specific grammatical elements (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

General Outcome

6

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

6.1 Linguistic Elements

GRADE

6

Specific Outcome

Mechanical Frames

Students will be able to:

6.1.4 use basic German mechanical features effectively

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Give students a dialogue without any punctuation. Students must add in punctuation for effective written communication.
- In pairs, students peer-edit one another's writing specifically for mechanical features.
- Invite students to choose three interesting photographs from a collection presented to them. Students are asked to write effective captions for the chosen three photographs using a variety of mechanical features for effect.
- Provide students with newspaper articles and have them work in pairs to write the headlines. Each pair shares their headlines and then the class votes on the three most effective.

Mechanical Frames*Students will be able to:***6.1.4** use basic German mechanical features effectively (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use basic German mechanical features correctly?
- use basic German mechanical features for effect?

 Checklists

Develop a checklist based on the Focus for Assessment, and use the checklist to assess students' proficiency in using basic mechanical features. When this checklist is used regularly throughout the year, it shows progress over time.

 Conferences

Conduct conferences with students to determine their use of basic mechanical features, such as capitalization and punctuation. Refer to available work samples.

 Work Samples

Collect work samples from students to assess their progress in meeting the criteria set out in the Focus for Assessment.

 Testing

Individual accountability may be assessed through regular quizzes and tests. Regular periodic testing helps keep students aware of their responsibility to learn while they are doing group work.

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

Discourse Features

Students will be able to:

- 6.1.5** use basic German discourse features in oral, written, and visual texts, and apply these features independently for effect

SAMPLE TEACHING AND LEARNING ACTIVITIES

- While participating in a class debate, students are encouraged to use phrases such as:
 - *Ich glaube*
 - *Ich meine*
 - *Meiner Meinung nach ...*
 - *Ich stimme damit überein*
 - *Ich bin dagegen*
 - *Ich bin nicht der Meinung, dass ...*
- Working with a partner, students organize a short written text provided to them by the teacher into paragraphs using indentation, headings, etc., as required.
- Draw students' attention to a social convention of German speakers—vocabulary flows with very few pauses, almost a melodic, continual dialogue between speakers—after watching a segment of a film or video.

Discourse Features

Students will be able to:

- 6.1.5** use basic German discourse features in oral, written and visual texts, and apply these features independently for effect (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use basic discourse features in oral, written, and visual texts?
- effectively use basic features in oral, written, and visual texts?

 Checklists

Develop a simple checklist based on the Focus for Assessment. When making observations, note the context and date all observations.

 Anecdotal Records

Use the Focus for Assessment criteria to observe and record students' recognition and use of basic discourse features in oral, written, and visual texts. Date and note specific examples to determine students' developing skills in this area.

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

Listening

Students will be able to:

- 6.2.1** listen to and understand the main points of a lengthy oral or media presentation on a variety of familiar topics in structured and unstructured situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Play CDs or DVDs of familiar and unfamiliar stories spoken by native speakers. Students identify the main points.
- Students tell about their day or weekend to the entire class.
- Field trips with German-speaking interpreters (i.e., Provincial Legislature tour).
- Students listen and view a television news program and list one or two main points discussed (e.g., *Deutsche Welle*).
- Students watch a video about Germany and fill in a chart about the cities viewed.

| Stadt | Wo liegt ____? | In welchem Bundesland? | Interessantes |
|---------|----------------|------------------------|--|
| München | Im Süden | Bayern | BMV Hauptzentrale Olympisches Stadion |

- Students, working in small groups, prepare relevant questions in preparation for a guest speaker. During the guest speaker's presentation, students record answers to their questions, and later share this information with their group members.
- Invite students to listen to a radio or television newscast in German, on a topic they are familiar with, and be prepared to discuss the 6 Ws.

Listening*Students will be able to:*

- 6.2.1** listen to and understand the main points of a lengthy oral or media presentation on a variety of familiar topics in structured and unstructured situations (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- demonstrate understanding of an oral or media presentation in a structured situation?
- demonstrate understanding of an oral or media presentation in an unstructured situation?

 Checklists

Develop a checklist based on the Focus for Assessment. Make observations as students listen and respond to lengthy oral or media presentations.

 Learning Logs

Students record entries in a learning log following each oral presentation and discussion. The entries may include what they learned about the topic, how they felt about the ideas and information presented, and other questions they may still have about the topic. Conference with students to review their responses and assess how they use their knowledge and listening strategies to learn.

 Conferences

Meet with students to check on their understanding of key information they have heard during oral or media presentations.

SAMPLE **RESOURCES**

German news

Children's magazines (e.g., *Mückerl*, *das Rad*)

German newspapers

Radio broadcasts on CKJS or over the Internet

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

Speaking

Students will be able to:

6.2.2 deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured or unstructured situation

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Oral book reports
- Debates (social studies issues).
- Prepared oral presentations for social studies
- Artwork critique
- Students bring personal items in a bag and then present (i.e., colour, soccer medal, etc.).
- Students choose a topic that is familiar and of interest to them and speak briefly on it (e.g., my favourite sport; my favourite holiday).
- Students prepare a short oral book/story review using a book/story review guideline.
- Students must describe a word randomly given to them using descriptive German adjectives. Words should be from themes familiar to students or currently under study.
- Students share highlights about their weekend, evening, or holiday activities during a Sharing Circle activity, focusing on using verbs in the past tense.

Speaking*Students will be able to:*

- 6.2.2** deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured or unstructured situation (*continued*)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- spontaneously produce an oral presentation of a familiar topic in a structured situation?
- spontaneously produce an oral presentation in an unstructured situation?
- produce a prepared oral presentation on a familiar topic in a structured situation?
- produce a prepared oral presentation on a familiar topic in an unstructured situation?

 Checklists

Develop a simple checklist based on the Focus for Assessment to assess students' abilities to produce prepared and spontaneous oral presentations.

 Anecdotal Records

Record information about students' skills and knowledge during specific sharing situations. Date and describe the context of each sharing. Review should be done to note progress over time. For example, during Sharing Circle time, observe students sharing personal information, experiences, and opinions on topics under discussion. Some criteria may include:

- application of classroom vocabulary taught/reviewed to the topics discussed
- willingness to take risks with using German
- correct pronunciation and intonation
- active engagement in the activity

 Rating Scales

In its *Languages Template* document, the British Columbia Ministry of Education states that when students present information orally, it is important to note the extent to which they:

- convey messages
- use body language or visuals to help make the meaning clear
- use a range of appropriate vocabulary and structures
- use volume and intonation
- use correct pronunciation
- demonstrate fluency of delivery
- express completeness of information
- understand simple questions about their topic
- attempt to answer questions in German

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

Reading

Students will be able to:

6.2.3 read and understand a lengthy series of interrelated ideas dealing with familiar and unfamiliar topics in structured and unstructured situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read German fables and retell the story in their own words.
- Students write friendly letters to a pen pal in a German-speaking country.
- Students complete Internet research using German search engines, such as *Blinde Kuh*, etc.
- Students read a text and then complete a work page about the content.
- Students share a book they have read by completing a written book report.
- Students read a novel and complete a chart asking for the main idea and supporting details (e.g., *Pünktchen und Anton* by Erich Kästner).
- Students read a story and record information about a character's problem and main events on a story map.
- Students exchange friendly letters with their pen pals from another German bilingual school.

Reading*Students will be able to:***6.2.3** read and understand a lengthy series of interrelated ideas dealing with familiar and unfamiliar topics in structured and unstructured situations (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- read and understand the main idea of a text dealing with a familiar topic in a structured situation?
- read and understand supporting details for text dealing with a familiar topic in a structured situation?

 Checklists

Develop a checklist based on the Focus for Assessment.

 Conferences

Conference with students using a variety of short text and/or series of sentences. Talk with students about the strategies they used to construct and confirm meaning. Use this information to guide instruction.

 Retrospective and Collaborative Conversations

Initiate conversations with students about the cueing systems and comprehension strategies they used.

SAMPLE RESOURCESNovel: *Pünktchen und Anton* by Erich Kästner

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

Writing

Students will be able to:

- 6.2.4** produce, spontaneously and/or with preparation, a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students write friendly letters and produce a “*Wer bin ich?*” project including:
 - *Name, Alter, Familie*
 - *Hobbies*
 - *Liebblingsgerichte und Dinge die ich gern esse*
- After returning from Christmas break, students write about the way their family celebrated Christmas.
- At the end of the fairy tale unit, students write their own fairy tales.
- Social studies research reports can be written to enhance understanding of a topic.
- Students write German tourist officers asking for specific city brochures. Students will then make travel posters from German cities.
- Students write a short story on a topic familiar to them that has a beginning, middle, and end.
- Brainstorm all words that pertain to a specific topic. Students then use those words to write a story and illustrate it.
- Students are asked to write a news article highlighting a recent class field trip.
- Students research a topic of interest using a graphic organizer on which to record information. From the information gathered, they write a report.
- Students, in small groups, write a list of clues for a Treasure Hunt game.
- Using a variety of menus written in German as writing models, students create a recipe for a new dish they have invented.

Writing*Students will be able to:*

- 6.2.4** produce, spontaneously and/or with preparation, a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use language models and forms to assist in the writing process?
- apply vocabulary learned in class?

 Checklists

Create a checklist based on the Focus for Assessment. All observations should be dated and the context of observations noted.

 Rubrics

With students, generate descriptors for levels of performance that guide students in creating simple texts on a familiar topic. Specific behaviours may be outlined. Students' performances based on the rubric may be placed in their portfolios.

 Portfolios

Students select samples of work that represent their ability to produce written texts in German on familiar topics. Students should be prepared to explain why they chose the texts that they did.

 Work Samples

Collect samples of students' work to look for evidence that they are:

- conveying appropriate, complete information
- using and adopting structures they have learned
- using correct spelling for familiar vocabulary
- organizing material effectively
- choosing appropriate words and expressions
- solving problems they encounter by using classroom and other resources

(*Language Template*, British Columbia Ministry of Education, Skills and Training, 1997.)

SAMPLE RESOURCES

Samples of travel brochures

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

Viewing

Students will be able to:

6.2.5 view and understand events and/or representations within and beyond the school context

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students view DVDs and read books as well as perform Internet searches to research various topics such as:
 - ★ *Christkindlmarkt*
 - *Fotos oder Videos*
 - *Warum gibt es sie?*
 - *Wo findet man sie*
 - *Was sind die*
 - *Was gibt _____ ?*
 - ★ *Volkstänze*
 - *Bedeutung*
 - *Wie fingen sie an?*
 - ★ *Tracht*
 - *Wie sieht sie aus?*
 - *Warum tragen die Männer Stützen in Bayern?*
 - ★ *Kunst*
 - ★ *Musik*
 - ★ *Kulturelle Traditionen*
 - *Essen*
 - *Bekleidung/Tracht*
 - *Tanz*
 - *Musik*
 - ★ *Kulturelle Symbole*
- Observe a movie and observe the main characters.
- Observe a painting or sculpture. Describe it. Describe the feeling you get.
- Gestures (e.g., hand shaking, knocking on the table to say hello to a group).

Viewing*Students will be able to:***6.2.5** view and understand events and/or representations within and beyond the school context (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- show an appreciation for cultural events held in the school or community?
- demonstrate an understanding of German in a variety of situations?

 Checklists

Create a checklist based on the Focus for Assessment. Note the date and context for all observations. Review the checklists occasionally to assess progress over time and to guide instruction.

 Work Samples

Review students' Venn diagrams, calendar of events, and other samples of work for evidence of appreciation and understanding of German events and/or representations.

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

Representing

Students will be able to:

6.2.6 use a variety of forms to create representations of ideas, events, and/or information

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students choose two of the following formats to retell a story (e.g., fairy tale).
 - dance
 - music
 - poetry
 - artwork—collage
 - dioramas
 - drama
 - mobiles
- Produce a *PowerPoint*.
- Throughout the year, invite students to advertise school events in German in a variety of ways (e.g., posters, announcements).
- Students will create a dance, play, or puppet show that represents a story they have read in class. They share their representations with another German class.
- Students create a diorama with their book review.
- Students create a *PowerPoint* presentation, which includes graphs.
- After reading the story *Momo* in class, invite students to create a diorama representing their favourite part of the story.
- In small groups, students prepare a radio show by adding music, sound effects, and manipulating the script as necessary.
- Students create a collage representing their ideas of what it means to them to be a German (German speaker). They may use photographs, pictures, illustrations, words, and phrases to express their thoughts.

Representing*Students will be able to:*

- 6.2.6** use a variety of forms to create representations of ideas, events, and/or information (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- effectively represent information/ideas using a variety of forms?
- experiment with a variety of forms in order to convey information and/or ideas?

 Checklists

Create a checklist based on the Focus for Assessment to determine students' abilities to create multiple representations of the same ideas, events, or information. Date each observation and include the context of the observation. Review and note progress over time to guide conferences and instruction.

 Portfolios

Students select work samples that show different ways students have organized ideas and information. Students include reasons for choosing each work sample.

SAMPLE RESOURCES

Novel: *Momo* by Michael Ende

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

Register

Students will be able to:

6.3.1 identify socially appropriate language in specific situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students watch a video and count the number of times the formal “*Sie*” form is used.
- After students have been introduced to a list of socially appropriate phrases in German such as *Können Sie mir bitte den Weg zum Bahnhof erklären? Entschuldigen Sie bitte, können Sie mir bitte helfen? u.s.w.*, they engage in a game that encourages the use of these phrases in the classroom. Five students in the class are appointed the “*Aufsichtsperson/Beobachter*” and are given 10 tickets that they can give out when they hear their classmates using the phrases given by the teacher. The student with the most tickets at the end of the day receives a prize.
- Students read a story or dialogue and underline the phrases they can identify that pertain to socially appropriate language, (e.g., greetings).

Register*Students will be able to:***6.3.1** identify socially appropriate language in specific situations *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate an understanding of socially appropriate language?
- apply socially appropriate language in a variety of situations?

 Checklists

Use checklists based on Focus for Assessment. All observations should be dated and the context noted.

 Conferences

Keep notes on individual students' successes and challenges in adapting language. Share notes with students and, together, they make plans for improvement. Conference with students to discuss participation and personal responsibility in the classroom and school community.

 Journals

Students reflect on what they have learned about the use of appropriate words and intonations by recording their thoughts in their journals. Model the process of reflecting and provide students with sentence starters to assist them.

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

Idiomatic Expressions

Students will be able to:

6.3.2 correctly use learned idiomatic expressions in new contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are asked to use a learned idiomatic expression in context at least once during the week. A partner is challenged to catch his partner using it.
- Students participate in a game to review idioms learned in class. Students will be separated into two teams and given an equal number of illustrations. In 30-second time segments, two students from one team act out a situation in which an idiom could apply. Once the two students have completed dramatizing the scenario, their teammates get together to decide which illustration represents the idiom that was dramatized. Once they decide, a student brings up the illustration. If it is correct, the picture is hung on the board behind the team. At the end of the game, the team with the most illustrations wins.
- After students are introduced to a variety of idiomatic expressions and understand their meaning, they compose a class book of German idioms. Each idiom is written out and illustrated (e.g., *Der Apfel fällt nicht weit vom Stamm* would be accompanied by a picture of an apple falling from a tree and landing close to the trunk).
- Students play a matching game in which they have to correctly match an idiomatic expression to a given situation (e.g., a mother and daughter are almost identical in personality and/or appearance: “*Wie aus einem Ei gepellt.*”).

Idiomatic Expressions*Students will be able to:***6.3.2** correctly use learned idiomatic expressions in new contexts (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate an appreciation of idiomatic expressions?
- correctly apply idiomatic expressions in new contexts?

 Anecdotal Notes

Record information throughout the year about students' ability to understand and use simple idiomatic expressions in German.

 Checklists

Create a checklist based on the Focus for Assessment. All observations are dated and the context of the observations noted.

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

Variations in Language

Students will be able to:

6.3.3 recognize some common regional variations in language

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Speakers from different geographical regions of German-speaking countries present a short speech about the same topic. Students will be encouraged to listen for different pronunciation and words about the same topic (i.e., dialects, words—*Schlipps/Krawatte*).
- Students read a story written by an Austrian author (e.g., Christine Nöstlinger) and are encouraged to find new words that are synonyms for familiar High German words (i.e., *Guten Tag = Grüß Gott; Brötchen = Semmel*).
- Students listen to interviews with German-speaking athletes, politicians, and musicians that are aired on German radio stations.
- Collect different samples of expressions from the students in class (e.g., Mennonite colonies in South America, different regions of Germany).

Variations in Language*Students will be able to:***6.3.3** recognize some common regional variations in language (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- appreciate regional variations in the German language?
- recognize common regional variations in language?
- actively participate in situations where variations of the German language are being presented?
- demonstrate understanding of/or interest in variations of the German language?

 Checklists

Develop a checklist based on the Focus for Assessment. Date and record the context of each observation. Use these data to guide instruction and conferencing.

 Conferences

Conference with students about their experiences listening to regional variations in language. Ask students about what was challenging or interesting, and what strategies they used to aid comprehension. Review learning logs or journal entries during the conference.

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

Social Conventions

Students will be able to:

6.3.4 recognize important social conventions in everyday interactions (e.g., shaking hands)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students perform a short skit incorporating social conventions.
- Students write a list of good and bad behaviour in a variety of contexts, to accompany a list of situations provided to them by the teacher. The activity could include examples, such as “*Wie benehme ich mich im Restaurant/im Bus, etc.*”
- In groups, students prepare for an upcoming field trip by drafting a list of rules for acceptable behaviour. These should include speaking to elders using the “*Sie*” form, etc.
- In small groups, students role-play scenarios such as greetings and farewells in a variety of situation.

Social Conventions*Students will be able to:*

- 6.3.4** recognize important social conventions in everyday interactions (e.g., shaking hands) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize important social conventions in everyday interactions?
- apply appropriate behaviour and language in a variety of familiar contexts?

Observations/Anecdotal Notes

Observe and note students' skill in appropriately greeting adults and peers in the school or classroom. Note students' awareness of, and skill in, using other appropriate social conventions when interacting with others, such as taking turns, disagreeing, interrupting, refusing politely, etc.

Journals

Students record in their journals two or three important behaviours that they need to remember and practice when interacting with others in German in a variety of contexts. Provide prompts such as:

Wenn ich _____, dann muss ich _____.

Ich muss daran denken _____.

Es ist sehr wichtig _____.

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

Non-Verbal Communication

Students will be able to:

6.3.5 use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., interpersonal space and physical contact)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students perform skits using non-verbal behaviours such as shaking hands when being introduced to someone.
- Students practise introducing themselves to one another in a variety of different contexts.
- Students role-play introductions in a variety of contexts (e.g., child → priest, child → teacher, child → child, child → visiting guest).
- Present examples of appropriate and inappropriate behaviours:
 - men’s hats are removed when entering a building
 - to remain seated when a guest, elder, person of the clergy, or St. Nicholas enters is considered inappropriate
 - the doors are to be held open for the person following you
 - a greeting is always expected whether entering a store, a bus, passing someone on the street, etc.
 - when entering or leaving a room or group of people you greet everyone with a handshake
 - addressing an adult with “du” is extremely inappropriate
 - answering the phone without identifying yourself is considered rude
- Present examples of non-verbal communication in different situations, such as drama presentations, television shows, and commercials. Students identify specific features of non-verbal communication, such as facial expression, hand movements, whole-body movements, and eye contact. In small groups or as a class, discuss how these specific features aided the presentation. When the students have become familiar with non-verbal cues, students work in pairs or small groups using a script provided by the teacher to practise these non-verbal communication skills.
- Play clips of television shows or videos with the volume turned off in order to focus on the use of non-verbal cues, being sensitive to cultural practices and values. With students, discuss how these cues convey feelings, help to persuade, or express opinions. Students may be given situations to pantomime the use of non-verbal cues.
- Students participate in a number of field trips that demand appropriate non-verbal behaviours. Prior to the field trip, students review appropriate non-verbal and verbal behaviours and then make a point of practising them during the field trip (e.g., upon entering a room you greet the people present).

Non-Verbal Communication*Students will be able to:*

- 6.3.5** use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., interpersonal space and physical contact) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate an appreciation for appropriate non-verbal behaviours in a variety of contexts?
- apply appropriate non-verbal behaviours in a variety of contexts?

 Learning Logs

Have students write about the difference between appropriate and inappropriate non-verbal behaviours, in certain contexts, based on what they viewed and following the class discussion.

 Conferences

Conference with students to check on their understanding of appropriate and non-appropriate non-verbal behaviours.

 Anecdotal Records

Record examples to show how students applied knowledge of and communicated understanding of appropriate and non-appropriate non-verbal behaviour both within and outside of the school context.

 Role-Play/Presentations

When students make presentations and engage in dialogues they have practised, criteria may focus more on fluency and accuracy than when they are involved in spontaneous activities. For prepared presentations, criteria might include:

- presentation is fluent
- message is comprehensible
- pronunciation and intonation are appropriate and support communication
- information is appropriate and relevant
- grammar is correct
- language is appropriate to the situation/context

SAMPLE **RESOURCES**

Novel: *These Strange German Ways* by Susan Stern

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

Cognitive

Students will be able to:

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning (e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Refer to the Appendix in the Curriculum Framework under *Global List of Strategies—Language Learning Strategies*.
- Introduce the concept of cognates. Students, in small groups, are asked to list as many as they can in 60 seconds. Students then share them as a class.
- Students are introduced to a poem and are asked to replace the adjectives with their own.

Cognitive*Students will be able to:*

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning (e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify and use a variety of cognitive strategies to enhance language learning?
- group sets of things such as vocabulary or structures with similar characteristics?
- identify similarities and differences between aspects of the German and English languages?
- use graphic organizers to make information easier to understand and remember?
- associate new words with familiar ones?

 Checklists

Using a list of cognitive language learning strategies, keep a list of strategies for students to use with guidance or independently, and track some for frequency.

 Portfolios and Conferencing

Students can select pieces where organizers were used, or language patterns tracked, etc. Conference with students, reinforcing the good use of strategies and encouraging the use of new strategies.

 Self-Assessments

A simple list of strategies can be used by students for tracking usage and frequency.

 Rubrics

Develop a rubric to assess students' abilities to look for patterns and relationships (e.g., in writing a poem).

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

Metacognitive

Students will be able to:

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning (e.g., decide in advance to attend to specific aspects of input, listen or read for key words)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Refer to the Appendix under *Global List of Strategies—Language Learning Strategies*.
- After using graphic organizers to organize information and ideas, students reflect on the effectiveness of graphic organizers in enhancing their language learning.
- Students select samples of their daily work for their portfolios to make observations and reflect on their progress in learning German.
- Students create a plan in advance about how to approach an activity as a follow-up to a study of the German holidays.

Metacognitive*Students will be able to:*

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning (e.g., decide in advance to attend to specific aspects of input, listen or read for key words) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of metacognitive strategies to enhance language learning?
- use a variety of metacognitive strategies to enhance language learning?
- reflect on listening?
- reflect on reading?
- reflect on writing?
- reflect on and participate in goal-setting activities?

 Observations/Anecdotal Records

Select four or five students per class to observe as they solve problems, monitor their language learning, reflect on their strengths and weaknesses, identify their own needs, and set goals for language learning. Observations should be made over different periods of time in different learning contexts. The information gathered should be dated and be used to enhance or modify future instructions.

 Conferences

Conference with students to share observations and to invite students to share their personal reflections on their progress as a German language learner. Discuss with students those areas that they have identified for improvement, and provide direction, encouragement, and feedback in progress.

 Self-Reflection

Students review an assignment and reflect on areas such as:

- effort
- effective strategies used
- finished product
- challenges
- advice to other students
- satisfaction with product/process

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

Social/Affective

Students will be able to:

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning (e.g., participate actively in conferencing and brainstorming as a pre- and post-writing exercise)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Refer to the appendix of the Curriculum Framework under *Global List of Strategies—Language Learning Strategies*.
- Students, working in small groups, create a mural to represent an idea presented in class.
- With students, create a contract in which they identify how many pages of an appropriate-level German book they will read each week. If their parent verifies that they have met the goal, administer a pre-determined award.
- After reading a story in German, students choose how to retell the story in another way (e.g., create a poster, comic strip, DVD interview, etc.).
- Students participate in an Author’s Chair activity by reading completed works or works-in-progress to classmates. After reading, the author asks for feedback from classmates, making use of vocabulary charts compiled earlier.

Social/Affective*Students will be able to:*

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning (e.g., participate actively in conferencing and brainstorming as a pre- and post-writing exercise) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- interact with others to carry out learning tasks?
- ask others for help?
- work co-operatively with others?
- take risks with unfamiliar tasks?
- participate actively in conferencing?

 Checklists

Develop checklists based on the Focus for Assessment. Date and note the context of all observations. Review the checklists periodically to note progress over time.

 Conferences

Conference with individuals or small groups of students about strategies that help them enhance their language learning when working with others. Provide positive feedback and support to help students identify and develop social/affective strategies.

 Author's Chair Observations

During Author's Chair, record observations of students' interest and participation in the roles of author and audience. Keep anecdotal records to record specific instructional needs

 Anecdotal Records

Observe students as they work either individually or with a partner or group to note the extent to which they:

- approach tasks with confidence
- persevere, trying different approaches or strategies when having difficulty
- tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge

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

Interactive

Students will be able to:

- 6.5.1** identify and use a variety of interactive strategies (e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey, and invite correction)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Certain students become experts and then the experts teach others.
- During journal writing, students use descriptive language to explain a word they do not know.
- Students use words of clarification to explain what they do not know.
- Instead of resorting to English, students describe the object for which the word is missing so that the listener can understand its meaning.
- During journal writing, students use descriptive language to explain a word they don't know.
- Students pretend that they are in a German-speaking country and they need something that they do not know the word for. They must attempt to describe it in German, using gestures and body language so they do not starve, get lost, etc.
- Students bring a mystery object to class that they do not show anyone. They give clues about the object without naming it, while other students try to guess what the object is (e.g., *Ist es groß? Ist es weich?*).
- Students, divided into teams, play charades to act out words or phrases on familiar themes.
- Invite students to brainstorm lists of “survival vocabulary” words that would assist them in a variety of situations (e.g., to ask for clarification, express concern, etc.).
- After modelling a variety of interactive strategies, have students role-play situations in which they may practise these strategies (e.g., asking a speaker to slow down or repeat something said, using gestures and body language to aid communication, etc.).
- Choose one day where students are only allowed to speak German all day long. If they do not know a word, they must describe it or use other methods to communicate. At the end of the day, the class discusses what they learned and the value of the activity.

Interactive*Students will be able to:*

- 6.5.1** identify and use a variety of interactive strategies (e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey, and invite correction) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of interactive strategies to maintain communication?
- use a variety of interactive strategies to maintain communication?
- realize when his/her message has not been understood?
- attempt a different tactic?
- ask for clarification?

 Anecdotal Records

Observe students during their interactions with classmates. Assessment should focus on students' abilities to interpret and use non-verbal clues to communicate, and to use strategies modelled in class when communication breaks down. Date and record the context of the observations.

 Checklists

Develop a checklist based on the Focus for Assessment to conduct a more structured assessment. All observations should be dated and the context for each noted. Note progress over time.

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

Interpretive

Students will be able to:

6.5.2 identify and use a variety of interpretive strategies (e.g., infer probable meaning of unknown words or expressions from contextual clues)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- In small groups, students make a list of cognates they know. The list is added to as students encounter new cognates.
- Students are given a phrase or sentence and are asked to illustrate its meaning.
- Before students are required to read a new text, invite them to quickly scan the text and underline any words or phrases they are not familiar with. Students work in pairs and use the pictures, captions, and titles to “read around” the unfamiliar words in order to predict the meaning of the new vocabulary.

Productive*Students will be able to:***6.5.2** identify and use a variety of interpretive strategies (e.g., infer probable meaning of unknown words or expressions from contextual clues) *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of interpretive strategies to construct meaning?
- use a variety of interpretive strategies to construct meaning?
- use visual supports, intonation, and gestures to aid comprehension?
- use visuals and context clue to aid comprehension?

 Checklists

Create a checklist based on the Focus for Assessment. Date and record the context of all observations.

 Running Records

Maintain running records of how students self-correct, use context cues, and make predictions to aid comprehension before and during reading. Observe students after reading to check if they can demonstrate understanding of what was read.

General Outcome

6

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

6.5 Language Use Strategies

GRADE

6

Specific Outcome

Productive

Students will be able to:

6.5.3 identify and use a variety of productive strategies (e.g., be aware of and use the steps of the writing process)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Give students steps for producing a comic strip in German.
- In groups of three, students produce a poster promoting the German bilingual program. Before working on the final draft, students must present each stage of the defined process to be sure they are correctly meeting the assigned tasks.

Productive*Students will be able to:***6.5.3** identify and use a variety of productive strategies (e.g., be aware of and use the steps of the writing process) (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of productive strategies to enhance communication?
- use a variety of productive strategies to enhance communication?

 Checklists

Develop checklists based on the Focus for Assessment. Date and note the context of every observation.

 Conferences

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the production strategies that were taught and practised in class.

 Rubrics

Invite students to assist in creating assessment rubrics for new texts created. Some considerations should include the effective use of adjectives, adverbs, verbs, descriptive nouns, and students' ability to manipulate and apply knowledge of syntax, etc., in producing new text.

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

Cognitive

Students will be able to:

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning (e.g., use mental images to remember new information)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students read through a text on a familiar topic and highlight all verbs, underline all adjectives, and circle all nouns.
- Students are given a list of verbs and they must classify them according to their endings.
- Students must apply their knowledge of verb conjugations in order to correctly classify a list of familiar and unfamiliar verbs into “er,” “sie,” and “es” categories.
- Students, working in cooperative learning groups, complete a KWL (WML) chart before, during, and after researching a topic of interest.
- After reading a short, informational article in German, students record important information on a web or mind map.

Cognitive*Students will be able to:*

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning (e.g., use mental images to remember new information) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify a variety of cognitive strategies to enhance learning?
- use a variety of cognitive strategies to enhance learning?

 Checklists

Develop checklists based on the Focus for Assessment. Dates and notes the context of every observation.

 Work Samples/Portfolios

Students select samples of completed work such as the KWL (WML) chart, mind map, or web that represent their ability to use graphic organizers effectively to help make information in German easier to understand and remember. Samples should reflect progress over time. Students should provide reasons for their choices.

 Testing

Individual accountability may be assessed through regular quizzes and tests. Regular periodic testing helps keep students aware of their responsibility to learn while they are doing group work.

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

Metacognitive

Students will be able to:

6.6.2 identify and use a variety of metacognitive strategies to enhance general learning (e.g., identify their own needs and interests)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students review a variety of websites on German, Austrian, or Swiss cities and decide which city they would like to create a short *PowerPoint* presentation on.
- Students complete a given a task. They brainstorm the steps they will take to complete the task (e.g., write a biography, make a fruit salad, plan a class party).
- On a personal goal-setting form, the students' not only set goals but indicate how they will achieve them and what would happen if goals were not achieved.

Metacognitive*Students will be able to:***6.6.2** identify and use a variety of metacognitive strategies to enhance general learning (e.g., identify their own needs and interests) *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify his/her own needs and interests?
- decide to attend to a learning task?
- make a plan how to approach a learning task
- reflect on learning tasks?

 Checklists

Develop checklists based on the Focus for Assessment. Date and note the context of every observation.

 Self-Assessments/Self-Reflections

Guide students to reflect on the activities and Focus for Assessment. Assist students in focusing on how they are performing and to provide the language to reflect on and to communicate information in German. Provide frameworks that include sentence starters and rating scales. It may be necessary to have students reflect and write journal entries or self-assessment in English in order for students to express their thoughts clearly and concisely.

 Journals

Encourage students to keep and monitor two short-term goals in their journals. They write about their progress from time to time.

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

Social/Affective

Students will be able to:

6.6.3 identify and use a variety of social and affective strategies to enhance general learning (e.g., take part in group decision-making processes)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students create rebuses to communicate an idea or thought to a friend.
- Students brainstorm about what strategies they can use when they are feeling overwhelmed during an assignment or when writing an exam (e.g., to turn over their paper to refocus and relax, take a deep breath, close eyes, and put head down, etc.).
- Students, working in a cooperative learning group, draft guidelines for a project.
- Students, working in a cooperative learning group, brainstorm ideas for a research project.

Social/Affective*Students will be able to:***6.6.3** identify and use a variety of social and affective strategies to enhance general learning (e.g., take part in group decision-making processes) *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- seek help from others?
- participate actively in cooperative learning activities?
- show a willingness to take risks and try unfamiliar tasks and approaches?

 Anecdotal Records

Observe students as they work in cooperative groups to solve problems or complete assigned tasks. Target observations by selecting four or five students per class and one or two specific outcomes to observe. Develop a data-gathering system such as a clipboard for anecdotal notes, a checklist based on the Focus for Assessment, or a video or audio recorder. All observations are dated and context of the observation is noted.

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.

Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

7.1.1 value the lifelong personal benefits of German language and culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students make a T-Chart of what Canadian culture and German culture means to them.
- Students invite a German presenter to explain about how German culture plays a part of their self-identity.
- Students invite similar grade students from a different language program and share their culture with each other. They could share such things as music, food, alphabet, and art.
- Students write a letter to their parents or grandparents thanking them for passing on special gifts (e.g., music ability, appreciation of art, traditions of the German culture, the German language, etc.).
- After reflecting on what they like about being in the German program, students create a collage or photo essay.
- Invite students to create a personal timeline of memorable events and accomplishments in their lives. Students use captions, photographs, and pictures to enhance their timelines.
- Invite a guest speaker from the German community to explain how the German language and culture plays a large part of her or his self-identity.
- Students discuss what the importance is of maintaining German culture and language. Students create a “graffiti wall” where they post their personal messages about the value of learning the German language (e.g., *toll*—cool). It may be necessary to accept both English and German responses from students so that they can express themselves clearly and concisely.
- Invite a guest speaker from another ethnic background to explain the importance of maintaining their culture and language.
- Students prepare a video presentation promoting the German bilingual program in their school. Students share personal testimonies and discuss the value and significance of the German language and culture to themselves. This video may be shared with parents during an Open House or during parent/teacher interviews.

Valuing Bilingualism/Multiculturalism*Students will be able to:***7.1.1** value the lifelong personal benefits of German language and culture *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore areas of self-identity?
- reflect on various facets of self-identity?
- express ideas about self in a variety of ways?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Carefully observe students as they interact with their classmates, work on projects, and share personal information for evidence of students' developing self-concept. Date all observations and note the context of the observations. Review the checklist on a regular basis to note growth over time.

 Anecdotal Records

Observe how students engage in a variety of self-concept and self-identify activities. Make anecdotal notes to record students' behaviours, comfort level, and their ability to identify influences on the development of their self-concept and self-identity.

 Work Samples

Review students' timelines and photo essays to assess their ability to identify factors that contribute to self-identity.

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.

Valuing Bilingualism/Multiculturalism

Students will be able to:

- 7.1.2** identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Invite speakers of other cultures or languages to highlight this point.
- Invite a graduate of the German bilingual program to visit the class and discuss with students how maintaining the German culture and language has been a positive aspect in their lives.
- Students visit international job websites and explore the various jobs available to speakers of German. For example:
www.eslworldwide.com
www.actr.org
www.intel.com/jobs/germany
www.overseasjobs.com
- Arrange for students to visit another language class either within the school or outside of the school. Students conduct interviews to identify what other language students believe are the benefits of learning another language and being in a language and culture program.

Valuing Bilingualism/Multiculturalism*Students will be able to:*

- 7.1.2** identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize the benefits of knowing another language?
- identify advantages of a bilingual/multilingual education?
- show enthusiasm in sharing knowledge of the German language and culture with other ethnic/language groups?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 Anecdotal Records

Record examples of the students' behaviours based on the Focus for Assessment criteria. Use the data to conference with students.

 Response Journals/Reflection Logs

Students respond to prompts to write in their journals. Prompts include:

Ein Land—viele Sprachen und Kulturen

Was wir heute gesehen/gelesen/gehört haben: _____

Was ich davon gelernt habe: _____

Was ich toll daran finde: _____

Was ich noch darüber lernen möchte: _____

 Self-Assessments

Students complete a self-reflection following involvement in an activity involving another culture or when reflecting on the benefits of the German language and culture to themselves. Respond to the students' self-reflections with positive feedback.

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.

Historical Elements

Students will be able to:

7.2.1 explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [*Oktoberfest, Volksfest*], music, dance, art, literature, food, etc.)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students research the history of traditional German dances and learn such a dance.
- Students explore the history of *Oktoberfest* and how it has changed over time.
- Students research and report how Germany, Austria, or Switzerland has changed in general terms from the early 1920s and/or 1950s (when the majority of immigrants came to Canada) to the present day.
- Students create a timeline of important historical events.

Contemporary Elements*Students will be able to:*

- 7.2.1** explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [*Oktoberfest, Volksfest*], music, dance, art, literature, food, etc.) (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify the historical roots of traditional cultural activities?
- actively participate in activities and discussion?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

 Anecdotal Records

Observe how students participate in activities and experiences that reflect traditional elements of the German language and culture, and include the context of all the observations.

 Self-Assessments

Students complete a self-reflection following involvement in a traditional German activity. Respond to the students' self-reflections with positive feedback.

 Conferences

Conference with students to discuss and provide feedback regarding the students' participation and experiences in traditional German language and cultural activities.

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.

Contemporary Elements

Students will be able to:

7.2.2 explore elements in the immediate environment that reflect the contemporary features of German culture (see example above)

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students identify German Nobel Prize winners.
- Students identify German inventors and inventions.
- Students make a timeline of German inventors and inventions.
- Students invite the publisher of the local German newspaper and do a project for the paper.
- Students prepare a mock interview with a major political figure, director of a dance group, or choir director, using the following questions as a guide (6 Ws).
Wer?
Wie?
Was?
Wann?
Wo?
Warum?
- Students identify television shows, radio programs and newspapers that affect the German community across Canada (i.e., “*Deutsche Welle*”).
- As a class, students attend a concert representing various aspects of the German culture (e.g., song, dance, drama, etc.).
- Order a number of yearly subscriptions to a German newspaper. Students review the paper and cut out articles, advertisements, etc., and glue them into a scrapbook under various categories (e.g., art, culture, politics, etc.).
- Students research a number of past or current athletes and write a short biographical sketch on one of the athletes.
- Students, working in small groups, use a number of resources such as the phone book, community directories, church bulletins, etc., to compile a list of major organizations, schools, choirs, and dance groups that have an influence on the German community.
- Students search online for a list of German-language newspapers published in Canada.

Contemporary Elements*Students will be able to:*

- 7.2.2** explore elements in the immediate environment that reflect the contemporary features of German culture (see example above) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize contemporary elements of the German language and culture?
- participate willingly in cultural activities and experiences?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

 Anecdotal Records

Observe how students participate in activities and experiences that reflect contemporary elements of the German language and culture, and include the context of all the observations.

 Self-Assessments

Encourage self-assessment by asking students to keep up-to-date personal records of interesting facts about the German culture and German speakers. Students review their interesting facts from time to time in response to teacher prompts.

 Conferences

Conference with students to discuss and provide feedback regarding their participation and experiences in contemporary German language and cultural activities.

 Work Samples

Collect samples of biographies of significant contemporary figures researched and written by students. When conferencing with students about the biographies, assess students' recognition of this person's contributions to the development of the German language and culture.

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.

Diversity

Students will be able to:

7.2.3 explore diversity of German culture at the community level

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students invite guests from various regions of German-speaking countries to present a traditional food and make it with the class.
- With assistance, students research different German festivals held in a variety of locations throughout Canada, and create an advertisement or brochure promoting each of these cultural events. For example:
Kitchener: Oktoberfest
Kimberly: Bavarian Town
Winnipeg: Folklorama
- Students establish a pen-pal relationship with German students in other provinces. As a culminating project, students may record a local German event, such as a *Fasching* presentation or play. Students must record an introduction and a closing explaining the event to their pen pal.
- To show diversity in language, invite students to view German television programs, news broadcasts, videos, or listen to German radio broadcasts or CDs. Students share how they think rate of speech, pronunciation, vocabulary, etc., affects our understanding.
- Students, working in small groups, research a German festival held in Canada using the Internet, festival advertisements, and programs. Students create a poster advertisement or short video clip in German promoting the festival.
- Invite students to listen to a presentation by a guest speaker on the German umbrella organizations that coordinate German provincial and national organization (e.g., The German Canadian Congress—GCC, the Manitoba German Society, etc.).
- To show diversity in language, provide opportunities for students to view German television programs, videos, or listen to German radio programs. Invite a variety of guest speakers to present or read to the students. Students share how they think speech, vocabulary, pronunciation, etc., influences understanding.
- Students research German-speaking communities throughout the world (e.g., Australia, United States, Brazil, and Paraguay), and present their findings to the class.

Diversity*Students will be able to:***7.2.3** explore diversity of German culture at the community level (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- clearly identify elements of German culture?
- actively participate in activities representing German culture?
- characterize specific elements of German culture?
- show an understanding and appreciation for diversity in German culture?

 Checklists

Observe students in activities where there is cultural and linguistic diversity. Develop checklists based on students' participation, recognition, and understanding of diversities. Observe students as they engage in discussion. Date and include the context of each observation.

 Anecdotal Records

Record examples of students' behaviours based on the Focus for Assessment criteria. Use the data to conference with the students.

 Learning Logs

Encourage self-assessment by asking students to keep up-to-date personal records of interesting facts about the German culture and German speakers. Students review their interesting facts from time to time in response to teacher prompts.

 Conferences

After each activity, students record personal reflections regarding the diverse elements of the German language and culture. Review these entries and provides positive feedback and support where needed.

 Work Samples

Conference with students to discuss and provide feedback regarding their skills at identifying diverse elements of the German language and culture.

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.

Change

Students will be able to:

7.2.4 explore and reflect on change in German culture at the international level

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Make a T-chart of changes in the German language and compare how we speak to the language in Germany.
- Students research the change in food, clothing, and shelter over the past 150 years through a *PowerPoint* project. (Students will notice the North American influence upon German culture.)
- Students research a contemporary German city and present their findings in class. Criteria may include:

| Mein Projekt | | | |
|---|---|----|------------|
| Name _____ | | | |
| | | Ja | Nach nicht |
| How it looks / Das Aussehen | Neatness / Sauberkeit | | |
| | Font that you read / lesbare Größe | | |
| | Appealing titles / schöne Überschriften | | |
| | Bright colours / Helle, bunte Farben | | |
| | Appealing background / schönen Hintergrund | | |
| | Colour-coded sections / bunte Textteile | | |
| | Simple layout / einfache Anordnung | | |
| | Clear pictures / klare Bilder | | |
| How to write it / Das Schreiben | Creative writing with details / kreatives Schreiben | | |
| | Writing in your own words / eigene Wörter | | |
| | Not too much writing / nicht zuviel Text | | |
| What information to include / Die Information | Map / Karte | | |
| | Coat of arms/Flag / Flagge und Wappen | | |
| | 5–10 pictures / 5–10 Bilder | | |
| | Cultural facts (such as religion, food, clothes, famous people, etc.) / kulturelle Fakten | | |
| | Geographic location / geographische Lage | | |
| | Nature and climate / Natur und Klima | | |
| | Historical events / geschichtliche Ereignisse | | |
| | Sightseeing destinations / Sehenswürdigkeiten | | |
| | Bibliography (backside of the poster) | | |
| My goal is to (mein Ziel ist es): _____ _____ _____ _____ | | | |

Change*Students will be able to:***7.2.4** explore and reflect on change in German culture at the international level
*(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- participate cooperatively and collaboratively in group work?
- demonstrate understanding of group guidelines?
- participate in self-reflection?
- participate in group debriefing?
- identify personal behaviours that contributed to group success?
- demonstrate respect for others in the class and school?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 Journals

Students respond to prompts to write in their journals.

 Self-Assessments

Students complete self-assessment forms to self-report on experiences where they participated cooperatively, made positive contributions to group tasks, and demonstrated respect towards peers and group members.

 Anecdotal Records

Record examples of students' behaviours when working cooperatively with others. Use the Focus for Assessment criteria checklists to guide observations.

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.

Change

Students will be able to:

7.2.4 explore and reflect on changes in German culture at the international level
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

| Kriterien für PowerPoint | | | |
|---|---|-----------|-------------------|
| Name _____ | | | |
| | | Ja | Nach nicht |
| How it looks / Das Aussehen | Neatness / Sauberkeit | | |
| | Font that you read / lesbare Größe | | |
| | Appealing Titles / schöne Überschriften | | |
| | Bright colours / Helle, bunte Farben | | |
| | Appealing background / schönen Hintergrund | | |
| | Colour-coded sections / bunte Textteile | | |
| | Animation / Animation | | |
| | Clear pictures / klare Bilder | | |
| | 15–20 Slides / 15–20 Dias | | |
| How to write it / Das Schreiben | Point form / Stichpunkte | | |
| | Writing In your own words / eigene Wörter | | |
| | Not too much writing / nicht zuviel Text | | |
| What information to include / Die Information | Map / Karte | | |
| | No copy and paste info / Keine Info kopieren | | |
| | 20–50 pictures / 20–50 Bilder | | |
| | Cultural facts (such as religion, food, clothes, famous people, etc.) / kulturelle Fakten | | |
| | Geographic location / geographische Lage | | |
| | Nature and climate / Natur und Klima | | |
| | Historical events / geschichtliche Ereignisse | | |
| | Sightseeing destinations / Sehenswürdigkeiten | | |
| | Bibliography | | |
| My goal is to (mein Ziel ist es): _____ _____ _____ _____ | | | |

GRADE

6

Specific
Outcome

Change

Students will be able to:

7.2.4 explore and reflect on change in German culture at the international level
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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.

Valuing Diversity

Students will be able to:

7.3.1 explore the impact of diversity in other regions of the world, and compare it with the impact of diversity in Canada

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students research the similarities and differences of clothing in three cultures around the world (Venn Diagrams).
- Students research and identify the impact of different cultural practices of different ethnic groups. For example:
 - Ukrainian Christmas
 - Ramadan and Eid celebration
 - Chinese New Year
 - Chanukah
 - Dragon Festival
- Students research and identify the diversity of food that we eat in Canada compared to Germany.
- Students research and identify diversity of family roles in other cultures.
- Students research family roles in 19th-century Canada, and create a Venn diagram comparing them to family roles in Canada today.
- In small groups, students create a comparison chart of how we meet our needs in comparison to citizens of another country.
- Students compare Canada as a “mosaic” to the American concept of the “melting pot” and its impact on multiculturalism.
- Students attend or view an international festival or concert and report back to the class.
- Students invite a class studying a different language, to share their culture with the class. Afterwards, students can do a journal entry or prepare a visual presentation on the event and what they learned.

Valuing Diversity*Students will be able to:*

- 7.3.1** explore the impact of diversity in other regions of the world, and compare it with the impact of diversity in Canada (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore how diversity affects him/her?
- explore how diversity affects people in other parts of the world?
- compare the impact of diversity in Canada with other parts of the world?

 Pair Conferences

Conference with a pair of students to determine and discuss results of the Venn diagram that they created. Provide feedback and suggestions.

 Response Journals/Reflection Logs

Respond to students' dialogue journals to help them identify and clarify their understanding of diversity. Students record their reflections on its significance to themselves. Review these entries and provide positive feedback and support where needed.

 Checklists

Create checklists to determine students' developing skills in exploring diversity and in reflecting on its significance to them. Positive feedback and suggestions are provided.

 Self-Assessments

Review students' self-reflections to determine if their comments coincide with actual behaviours.

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.

Valuing Similarity

Students will be able to:

7.3.2 examine the common human needs and experiences of people around the world

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create a chart of basic human needs (physical, psychological, social) within different cultures. For example:

| | Physical Psychological Social |
|---------|-------------------------------------|
| Canada | |
| Germany | |
| Brazil | |
| China | |

- Students view an informational video about Germany, Austria, or Switzerland, and list in a chart how their citizens meet their needs.
- Students interview recent immigrants from a variety of countries, then classify and compare how they meet their basic needs to how Canadians meet their basic needs. This can be established through an EAL class or school.
- Students are encouraged to attend multicultural concerts and celebrations, such as a Christmas around the world concert either during or after school hours. They report back to class about their experiences.

Valuing Similarity*Students will be able to:***7.3.2** examine the common human needs and experiences of people around the world
*(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- distinguish between needs and wants?
- identify and explore common human needs and experiences of people around the world?

 Checklists

Create checklists to determine students' developing skills in appreciating similarities and in reflecting on its significance to themselves. This data can be used for conferencing.

 Anecdotal Records

While observing students working in groups to complete tasks, note and record the comparisons students make between the needs and experiences of people in different cultures and the similarities students notice. Date and record the context of observations.

 Response Journals/Reflection Logs

Respond to students' dialogue journals to provide positive feedback and support in regards to their reflections on the activity and its significance to them.

 Work Samples

Collect samples of needs charts to note students' success in identifying and categorizing human needs.

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.

Contributing to Community

Students will be able to:

7.3.3 provide positive contributions and leadership within the school and/or community

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Grade 6 students plan Oktoberfest or another cultural event for the school and run the event for the entire school to participate in.
- Students prepare Christmas carols and greetings, “*Weihnachtskarten*,” and visit nursing or seniors’ homes.
- Students organize a cultural or religious celebration and invite their English peers. An explanation of the traditions, rituals, and culturally appropriate behaviours and responses should be prepared and explained.
- For Random Acts of Kindness Day, students bake cookies and distribute them to those individuals they believe have made an important difference in the local community or the German community.
- Students are asked to volunteer five hours of their time throughout the year to a German organization of their choice.
- Share a biography about an interesting athlete, scientist, author, musician, or artist, preferably of German descent. Working in cooperative learning groups, students complete a follow-up activity (e.g., make a poster, create a display table, prepare an illustrated timeline, or a collage using words and phrases highlighting that person’s talents and contributions). Students invite other classes to visit and view their work.
- Students brainstorm a list of community service projects that they can organize:
 - visit a seniors’ lodge
 - donate to a food bank
 - donate to an animal shelter
 - have a mitten tree
 - make cards for sick children from their classroom
 - take part in character education
 - help as volunteers in lower-grade classes
 - take part in a school patrol program
 - volunteer as school secretaries
 - volunteer as library assistants

Contributing to Community*Students will be able to:***7.3.3** provide positive contributions and leadership within the school and/or community (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- show a willingness to contribute positively to the school or local community?
- take initiative in organizing and participating in events/projects that benefit the school or local community?
- make positive contributions to the school and local community?

 Checklists/Anecdotal Records

Create a checklist based on the Focus for Assessment criteria. Date each observation and note its context. This data can be used for conferencing with students.

 Work Samples

Assess students' posters, looking for evidence that the information is:

- accurate and complete
- displayed in a logical way to enhance meaning
- written in understandable German

 Self-Assessments

Students complete self-assessment forms to self-report on personal contributions to group tasks. Students use checklists, diaries, or learning logs.

 Quick Checks

Use a Quick Check to determine how students feel about the way they worked on a cooperative activity. Students show a “thumbs up” if their group worked well. They show a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick Checks may be used when time does not permit using an extended checklist.

 Self-Reflections/Self-Assessments

Students reflect on their personal contribution to the success of the community service project undertaken by the class. Help students generate their own checklists and ask them to create a web showing all the different people who benefited from the service project. Students may be asked to use key words and graphics to describe at least two ways each person or group of people benefited

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.

7.3 Building
Community

GRADE

6

Specific
Outcome

Contributing to Community

Students will be able to:

7.3.3 provide positive contributions and leadership within the school and/or community *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students initiate and participate a letter writing/visitation project with seniors in a seniors' home.
- Students prepare for a performance at a community or school event. Students may prepare displays of work, songs, mini-dramas, dances, etc.

As a class, students choose a community service project from the list above and, working in cooperative groups, make a plan to carry it out. During the project, students take photos and write reflections and display them on a bulletin board in the hallway to encourage other classes to engage in a project to serve the community.

GRADE

6

Specific
Outcome

Contributing to Community

Students will be able to:

7.3.3 provide positive contributions and leadership within the school and/or community (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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.

7.4 Responsible
Citizenship

GRADE

6

Specific
Outcome

Responsible Citizenship

Students will be able to:

7.4.1 explore the meaning of personal and social conscience; demonstrate problem-solving and decision-making skills

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students discuss the waves of German immigrants and why there is such an outflux of German citizens. In groups, students brainstorm where they can go to find out information about new immigrants (e.g., Internet, invite a new immigrant to speak to the class, etc.).
- Lead a historical discussion on the “Push and Pull” factors that immigrants experience that may cause them to leave.

Responsible Citizenship*Students will be able to:*

- 7.4.1** explore the meaning of personal and social conscience; demonstrate problem-solving and decision-making skills (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- reflect on and explore the meaning of personal conscience?
- reflect on and explore the meaning of social conscience?
- use effective problem-solving skills when working independently or in a group?
- use effective decision-making skills?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Observe students as they engage in activities that demand decision-making and choices.

 Conferences

Conference with students to reinforce positive behaviour and to provide feedback on their abilities to make informed decisions. Check for discrepancies between students' self-assessments and the behaviours that are actually observed.

 Self-Assessments

Students complete self-assessments that indicate their ability to make decisions and solve problems when either working independently or in a group.

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.

Interdependence

Students will be able to:

7.4.2 participate in and contribute to group activities effectively; recognize that cooperation is important

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students will cooperate to prepare a play for others to view.
- Students play a game of soccer. Remove one player from each team at a time. After the game is over, students discuss the importance of each member of the team and playing as a team.
- Students brainstorm an idea individually and then are paired to combine their ideas. Students then discuss the relevance of the idiom “two heads are better than one.”
- Invite students to help decide on various group roles and the responsibilities of each role. As students brainstorm roles and responsibilities, write ideas onto a Roles and Responsibilities chart. Some roles may include:

Recorder: *Schreiben*

Explainer: *Erklären*

Encourager: *Ermutigen*

Summarizer: *Zusammenfassen*

Timekeeper: *auf die Zeit achten*

Discuss the various roles with students and how they can choose roles for different group tasks.

Interdependence*Students will be able to:***7.4.2** participate in and contribute to group activities effectively; recognize that co-operation is important (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize that co-operation is important?
- participate effectively in group activities?
- accept and carry out assigned group roles?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Record observations and information, such as date, students' names, roles, and comments about co-operative behaviour.

 Self-Assessments/Self-Reflections

Invite students to discuss and write reflections about what was done well and what could have been done better in the role they assumed in the group (referring to the Roles and Responsibilities chart developed when beginning group work).

 Conferencing

Conference with students to provide feedback on their development in taking roles and sharing responsibilities as a cooperative group member.

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.

Intercultural Skills

Students will be able to:

7.4.3 recognize and respect individual differences; recognize the worth of every individual

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn to be more empathetic by having a class discussion to come up with a list of solutions (e.g., What if you have to work with someone who has some certain traits that the other group members don't like? How can they work together harmoniously?)
- Students write their name on the top of a page. They then pass the paper back. The next student writes a compliment about the student. The papers continue to move down the row until it comes back to the original student. Each student will read compliments about themselves and realize they all have many positive attributes.
- Model using different techniques for forming cooperative learning groups.
 - a) draw names
 - b) give numbers
 - c) by colors
 - d) with cards

Students work in these groups to complete a task assigned by the teacher.
- Students have a class discussion on what to do and they create a list of options of what they can do. For example:
 - a) take turns to play
 - b) include all in playtime
 - c) write compliments to one another
- On a specified day of each month, students draw a name of a classmate and must write five positive phrases that describe that individual.
- Students play a game where a student says his or her name and a special quality about themselves. Each person in the circle must repeat the person's name and the special quality, and then add themselves to the list.

Intercultural Skills*Students will be able to:***7.4.3** recognize and respect individual differences; recognize the worth of every individual (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize and respect individual differences among his/her peers?
- recognize the worth of every individual?

 Anecdotal Records

Observe and make anecdotal notes to record students' behaviours during a variety of activities that involve working with others in order to assess their acceptance of differences in the characteristics and abilities of others.

 Checklists

Observe students in a variety of contexts over time to determine whether they recognize and accept differences in the abilities and characteristics of others. Review data using a checklist based on the Focus for Assessment criteria to note students' behaviours over time.

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.

Future Opportunities

Students will be able to:

7.4.4 identify personal interests and explore future opportunities for learning and employment

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students identify different job opportunities based on their own interests. Invite guest speakers to share the responsibilities of the jobs (Career Days). Students will create a brief outline of skills and qualifications for a chosen occupation.
- Students visit different places that demand a second language.
- Students reflect on the advantages and disadvantages of being in a bilingual program.
- Students explore international job websites (see 7.1.2).
- Students create a description of their dream job and integrate knowing a second language and how that could change their prospective job possibilities.
- Provide frequent opportunities for students to reflect on key concepts and useful information they have learned and to set personal goals, particularly for oral communication. For example, students start each class by noting daily goals for:
 - number of times they will speak
 - number of people they will speak to
 - two or three key words or structures they will practise and use at least five times
 At the end of each class, students could review their goals and record the extent of their success.
- Students brainstorm a list of personal goals a Grade 6 student might have. Record students' ideas in German onto chart paper. Working with partner, students classify the list of goals as short-term and long-term goals. Students choose one short-term and one long-term goal and on a goal-setting sheet write up their goal and action plan. Students should reflect on what would happen if they didn't achieve their goals

Future Opportunities*Students will be able to:***7.4.4** identify personal interests and explore future opportunities for learning and employment (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify his/her own strengths?
- identify his/her own interests?
- explore future learning and employment opportunities?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date and note the context of all observations.

 Self-Assessments

Students reflect on their progress toward meeting their personal goals using simple sentence starters or forms.

 Conferences

Meet with students to discuss their progress towards the goals they had set for themselves at the beginning of the year. Provide feedback suggestions and encouragement.

 Journals or Learning Logs

Using the monitoring sheet developed in class, students write a short sentence or two reflecting on their progress toward achieving their goal.



Appendices

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| | |
|---|------------|
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Appendix A: Specific Outcomes Chart

GRADE 4

| 1.1 <i>Discover and Explore</i> | | GRADE 4 |
|---------------------------------|---|---------|
| express ideas | <ul style="list-style-type: none"> describe and reflect upon personal observations and experiences | NOTES: |
| consider others' ideas | <ul style="list-style-type: none"> explore connections among a variety of insights, ideas, and responses | |
| experiment with language | <ul style="list-style-type: none"> explore and experiment with a variety of forms of expression for particular personal purposes | |
| express preferences | <ul style="list-style-type: none"> collect and explain preferences for particular forms of oral, literary, and media texts | |
| set goals | <ul style="list-style-type: none"> identify areas of personal accomplishment in language learning and use | |
| 1.2 <i>Clarify and Extend</i> | | GRADE 4 |
| develop understanding | <ul style="list-style-type: none"> connect new information and experiences with prior knowledge to construct meaning in different contexts | NOTES: |
| explain options | <ul style="list-style-type: none"> express new concepts and understanding in their own words | |
| combine ideas | <ul style="list-style-type: none"> organize ideas and information in ways that clarify and shape understanding | |

| 1.2 Clarify and Extend (continued) | | GRADE 4 |
|---|---|----------------|
| extend understanding | <ul style="list-style-type: none"> ask basic questions to clarify information and develop new understanding | NOTES: |
| 2.1 Use Strategies and Cues | | GRADE 4 |
| prior knowledge | <ul style="list-style-type: none"> make and record connections among personal experiences, prior knowledge, and a variety of texts | NOTES: |
| comprehension strategies | <ul style="list-style-type: none"> confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading | |
| textual cues | use textual cues to construct and confirm meaning | |
| cueing systems | <ul style="list-style-type: none"> use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context | |
| 2.2 Respond to Texts | | GRADE 4 |
| experience various texts | <ul style="list-style-type: none"> experience texts from a variety of genres and cultural traditions | NOTES: |
| connect self, texts, and culture | <ul style="list-style-type: none"> identify similarities and differences among personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts | NOTES: |
| appreciate the artistry of texts | <ul style="list-style-type: none"> identify mood evoked by oral, literary, and media texts | |

| 2.3 Understand Forms and Techniques | | GRADE 4 |
|--|--|----------------|
| forms and genres | <ul style="list-style-type: none"> distinguish similarities and differences among various oral, literary, and media forms and texts | NOTES: |
| techniques and elements | <ul style="list-style-type: none"> explain connections between events and roles of main characters in oral, literary, and media texts; identify how these connections may influence people's behaviours | |
| vocabulary | <ul style="list-style-type: none"> build knowledge of words and word relationships, using a variety of sources | |
| experiment with language | <ul style="list-style-type: none"> recognize how words and word combinations, such as word play, repetition, and rhyme, influence or convey meaning; recognize that exaggeration can be used to convey humour | |
| create original texts | <ul style="list-style-type: none"> create original texts to communicate and demonstrate understanding of forms and techniques | |
| 3.1 Plan and Focus | | GRADE 4 |
| use personal knowledge | <ul style="list-style-type: none"> categorize personal knowledge of a topic to determine information needs | NOTES: |
| ask questions | <ul style="list-style-type: none"> ask general and specific questions on topics, using predetermined categories | |
| participate in group inquiry | <ul style="list-style-type: none"> identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research | |
| create and follow a plan | <ul style="list-style-type: none"> select and use a plan for gathering information | |

3.2 Select and Process**GRADE 4**

| | | |
|--------------------------------------|---|---------------|
| identify personal and peer knowledge | <ul style="list-style-type: none">record, select, and share personal knowledge of a topic to focus inquiry or research | NOTES: |
| identify sources | <ul style="list-style-type: none">answer inquiry or research questions, using a variety of information sources | |
| evaluate sources | <ul style="list-style-type: none">review information to determine its usefulness to inquiry or research needs | |
| access information | <ul style="list-style-type: none">use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas | |
| make sense of information | <ul style="list-style-type: none">determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues | NOTES: |

| 3.3 Organize, Record, and Assess | | GRADE 4 |
|---|---|----------------|
| organize information | <ul style="list-style-type: none"> organize information and ideas in logical sequences, using a variety of strategies | NOTES: |
| record information | <ul style="list-style-type: none"> record facts and ideas, using a variety of strategies; list authors and titles of sources | |
| evaluate information | <ul style="list-style-type: none"> examine collected information to identify which categories or aspects of a topic need more information | |
| develop new understanding | <ul style="list-style-type: none"> use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content | |
| 4.1 Generate and Focus | | GRADE 4 |
| generate ideas | <ul style="list-style-type: none"> generate and contribute ideas on particular topics for oral, written, and visual texts, using a variety of strategies | NOTES: |
| choose forms | <ul style="list-style-type: none"> use a variety of forms for particular audiences and purposes | |
| organize ideas | <ul style="list-style-type: none"> develop and arrange ideas in their own oral, written, and visual texts, using organizers | |

| 4.2 Enhance and Improve | | GRADE 4 |
|----------------------------------|--|----------------|
| appraise own and others' work | <ul style="list-style-type: none"> share their own stories and creations in various ways, and obtain feedback from others | NOTES: |
| revise content | <ul style="list-style-type: none"> revise to focus on main ideas and relevant information | |
| enhance legibility | <ul style="list-style-type: none"> write legibly, using a handwriting style that is consistent in alignment, shape, and spacing; experiment with the use of templates and familiar software when composing and revising | |
| enhance artistry | <ul style="list-style-type: none"> select from a range of word choices, and use simple sentence patterns to communicate ideas and information | |
| enhance presentation | <ul style="list-style-type: none"> prepare neat and organized compositions, reports, and charts that engage the audience | |
| 4.3 Attend to Conventions | | GRADE 4 |
| grammar and usage | <ul style="list-style-type: none"> edit for complete sentences and to eliminate unnecessary repetition of words | NOTES: |
| spelling | <ul style="list-style-type: none"> know spelling conventions, using a variety of strategies, resources, and spelling patterns when editing and proofreading | |
| capitalization and punctuation | <ul style="list-style-type: none"> know and use writing conventions when editing and proofreading | |

| 4.4 Present and Share | | GRADE 4 |
|--|--|----------------|
| share ideas and information | <ul style="list-style-type: none"> present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and non-print aids to enhance the presentation | NOTES: |
| effective oral and visual communication | <ul style="list-style-type: none"> describe and explain information and ideas to a particular audience, and select and use appropriate volume, intonation, and non-verbal cues | |
| attentive listening and viewing | <ul style="list-style-type: none"> demonstrate appropriate audience behaviours | |
| 5.1 Develop and Celebrate Community | | GRADE 4 |
| share and compare responses | <ul style="list-style-type: none"> understand relationships between their own ideas and experiences and those of others | NOTES: |
| relate texts to culture | <ul style="list-style-type: none"> discuss ideas within stories from oral, literary, and media texts from various communities | |
| appreciate diversity | <ul style="list-style-type: none"> connect portrayals of individuals or situations in oral, literary, and media texts to personal experiences | |
| celebrate special occasions | <ul style="list-style-type: none"> use language appropriate in tone and form when participating in classroom and school activities | |

5.2 Encourage, Support, and Work with Others

GRADE 4

| | | |
|------------------------------|---|---------------|
| co-operate with others | <ul style="list-style-type: none"> • appreciate that everyone in a group has to work together to achieve group tasks and act accordingly | NOTES: |
| work in groups | <ul style="list-style-type: none"> • take roles and share responsibilities as a group member | |
| use language to show respect | <ul style="list-style-type: none"> • appreciate variations in language use in a variety of contexts in the immediate community | |
| evaluate group process | <ul style="list-style-type: none"> • show appreciation and offer constructive feedback to peers, and seek support from group members | |

| 6.1 Linguistic Elements | | GRADE 4 |
|-------------------------|--|---------|
| sound-symbol system | <ul style="list-style-type: none"> consistently use, in structured situations, all elements of the sound-symbol system | NOTES: |
| vocabulary | <ul style="list-style-type: none"> experiment with and use vocabulary and expressions in a variety of classroom, school, and community contexts | |
| grammatical features | <ul style="list-style-type: none"> use, in modelled situations,¹ the following grammatical elements: tense: present perfect (<i>Perfekt: bin gegangen, habe gesehen</i>) and past tense (<i>Präteritum: ging, sah</i>) prepositions with accusative only and dative only sentence structure (subject and direct object) | NOTES: |

1. 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 linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

| | | |
|-------------------------|--|---------------|
| grammatical elements | <ul style="list-style-type: none"> • use, in structured situations,² the following grammatical elements: • tense: present perfect (<i>Perfekt: bin gegangen, habe gesehen</i>) and past tense (<i>Präteritum: ging, sah</i>) • prepositions with accusative only and dative only • sentence structure (subject and direct object) • imperative (singular – <i>geh</i>, plural – <i>geht</i>) • personal pronouns in the accusative and dative • familiar separable verbs • possessive pronouns (<i>unser, euer, ihre</i>) | NOTES: |
|-------------------------|--|---------------|

2. 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 the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

| | | |
|----------------------|---|----------------------|
| grammatical elements | <ul style="list-style-type: none"> • use, in structured situations, the following grammatical elements: <ul style="list-style-type: none"> ○ verb position in subordinate clause (<i>dass, weil</i>) ○ possessive pronouns (<i>mein, dein, sein, ihr</i>) ○ verbs (complete conjugation including modals in present tense) ○ comparison of adjectives ○ inversion for questions (<i>Hast du...?</i>) and adverbs of time and place (<i>Heute ist es...</i>) • use, in independent situations, the following grammatical elements: <ul style="list-style-type: none"> ○ correct definite and indefinite articles in the nominative and accusative ○ prepositions to define spatial relationships ○ plural of nouns | <p>NOTES:</p> |
|----------------------|---|----------------------|

3. 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.

| | | |
|---------------------|---|--|
| mechanical features | <ul style="list-style-type: none"> • use basic German mechanical features and explore their use for effect | |
| discourse features | <ul style="list-style-type: none"> • use basic German discourse features in oral, written, and visual texts and explore their use for effect | |

| 6.2 Language Competence | | GRADE 4 |
|--|--|----------------|
| listening | <ul style="list-style-type: none"> listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations | NOTES: |
| speaking | <ul style="list-style-type: none"> produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation | |
| 6.2 Language Competence (continued) | | GRADE 4 |
| reading | <ul style="list-style-type: none"> read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations | NOTES: |
| writing | <ul style="list-style-type: none"> produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations | |
| viewing | <ul style="list-style-type: none"> view and understand a variety of simple events and/or representations | |
| representing | <ul style="list-style-type: none"> create multiple representations of the same familiar ideas, events, and/or information | |
| | | |

| 6.3 Sociocultural/Sociolinguistic Elements | | GRADE 4 |
|---|---|----------------|
| register | <ul style="list-style-type: none"> experiment with formal and informal uses of language in familiar contexts | NOTES: |
| idiomatic expressions | <ul style="list-style-type: none"> use learned idiomatic expressions in new contexts | |
| variations in language | <ul style="list-style-type: none"> experience a variety of accents and variations in speech | |
| social conventions | <ul style="list-style-type: none"> recognize verbal behaviours that are considered impolite | |
| non-verbal communication | <ul style="list-style-type: none"> recognize appropriate non-verbal behaviours for people frequently encountered (e.g., interpersonal space and physical contact) | |
| 6.4 Language Learning Strategies | | GRADE 4 |
| cognitive | <ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance language learning (e.g., use mental images to remember new information and repeat words or phrases in the course of performing a language task) | NOTES: |
| metacognitive | <ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance language learning (e.g., make a plan in advance about how to approach a language learning task) | |
| social/affective | <ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance language learning (e.g., work co-operatively with peers in small groups) | |

| 6.5 Language Use Strategies | | GRADE 4 |
|--|---|----------------|
| interactive | <ul style="list-style-type: none"> identify and use a variety of interactive strategies (e.g., use the other speaker's words in subsequent conversation) | NOTES: |
| interpretive | <ul style="list-style-type: none"> identify and use a variety of interpretive strategies (e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience) | |
| productive | <ul style="list-style-type: none"> identify and use a variety of productive strategies (e.g., use various techniques to explore ideas at the planning stage) | |
| 6.6 General Learning Strategies | | GRADE 4 |
| cognitive | <ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance general learning (e.g., focus on and complete learning tasks) | NOTES: |
| metacognitive | <ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance general learning (e.g., divide an overall learning task into a number of sub-tasks) | |
| social/ affective | <ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance general learning (e.g., choose learning activities that enhance understanding and enjoyment) | |

| 7.1 Self-Identity | | GRADE 4 |
|---|---|----------------|
| valuing German language and the cultures of German-speaking peoples | <ul style="list-style-type: none"> recognize and appreciate various elements of the cultures of German-speaking peoples | NOTES: |
| valuing bilingualism/multiculturalism | <ul style="list-style-type: none"> participate in activities that promote and celebrate the bilingual/multicultural education experience | |
| 7.2 German Culture | | GRADE 4 |
| historical elements | <ul style="list-style-type: none"> explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [<i>Ostern</i>], music, dance, art, literature, food, etc.) | NOTES: |
| contemporary elements | <ul style="list-style-type: none"> explore elements in the immediate environment that reflect the contemporary features of German culture (see example above) | |
| diversity | <ul style="list-style-type: none"> explore diversity of German culture in the immediate environment | |
| change | <ul style="list-style-type: none"> explore and reflect on change within their own immediate environment | |

| 7.3 Building Community | | GRADE 4 |
|-------------------------------|---|----------------|
| valuing diversity | <ul style="list-style-type: none"> • explore diversity in the broader community and reflect on its personal significance | NOTES: |
| valuing similarity | <ul style="list-style-type: none"> • explore similarities in the broader community and reflect on their personal significance | |
| contributing to community | <ul style="list-style-type: none"> • demonstrate desire to assist others and contribute to classroom and school activities | |
| 7.4 Global Citizenship | | GRADE 4 |
| responsible citizenship | <ul style="list-style-type: none"> • respect the feelings, rights, and property of others, and accept responsibility for their own actions | NOTES: |
| interdependence | <ul style="list-style-type: none"> • recognize that people must depend on others to meet their needs; recognize the effects of their actions on others | |
| intercultural skills | <ul style="list-style-type: none"> • engage in activities that reflect other perspectives or ways of doing things | |
| future opportunities | <ul style="list-style-type: none"> • identify personal strengths and areas for development; establish personal goals and action plans | |

GRADE 5

| 1.1 <i>Discover and Explore</i> | | GRADE 5 |
|---------------------------------|--|---------|
| express ideas | <ul style="list-style-type: none"> use personal experiences as a basis for exploring and expressing opinions and understanding | NOTES: |
| consider others' ideas | <ul style="list-style-type: none"> seek others' viewpoints to build on personal responses and understanding | |
| experiment with language | <ul style="list-style-type: none"> explore and experiment with a variety of forms of expression for particular personal purposes | |
| express preferences | <ul style="list-style-type: none"> review a collection of favourite oral, literary, and media texts; share responses to preferred forms | |
| set goals | <ul style="list-style-type: none"> identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use | |
| 1.2 <i>Clarify and Extend</i> | | GRADE 5 |
| develop understanding | <ul style="list-style-type: none"> reflect on prior knowledge and experiences to arrive at new understanding | NOTES: |
| explain opinions | <ul style="list-style-type: none"> explain personal viewpoints | |
| combine ideas | <ul style="list-style-type: none"> experiment with arranging ideas and information in a variety of ways to clarify understanding | |
| extend understanding | <ul style="list-style-type: none"> ask questions to clarify information and develop new understanding | |

| 2.1 Use Strategies and Cues | | GRADE 5 |
|------------------------------------|---|----------------|
| prior knowledge | <ul style="list-style-type: none"> make and record connections among personal experiences, prior knowledge, and a variety of texts | NOTES: |
| comprehension strategies | <ul style="list-style-type: none"> use a variety of comprehension strategies to confirm understanding and self-correct | |
| textual cues | <ul style="list-style-type: none"> use textual cues to construct and confirm meaning | |
| cueing systems | <ul style="list-style-type: none"> use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context | |
| 2.2 Respond to Texts | | GRADE 5 |
| experience various texts | <ul style="list-style-type: none"> experience texts from a variety of genres and cultural traditions; share responses | NOTES: |
| connect self, texts, and culture | <ul style="list-style-type: none"> identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts | |
| appreciate the artistry of texts | <ul style="list-style-type: none"> identify descriptive and figurative language in oral, print, and media texts | |

| 2.3 Understand Forms and Techniques | | GRADE 5 |
|--|--|----------------|
| forms and genres | <ul style="list-style-type: none"> understand and use a variety of oral, literary, and media forms and texts | NOTES: |
| techniques and elements | <ul style="list-style-type: none"> identify key elements, including plot, setting, and characterization, and techniques such as colour, music, and speed, in oral, literary, and media texts | |
| vocabulary | <ul style="list-style-type: none"> expand knowledge of words and word relationships, using a variety of sources | |
| experiment with language | <ul style="list-style-type: none"> recognize how words and word combinations such as word play, repetition, and rhyme influence or convey meaning; identify ways in which exaggeration is used to convey humour | |
| create original texts | <ul style="list-style-type: none"> create original texts to communicate and demonstrate understanding of forms and techniques | |
| 3.1 Plan and Focus | | GRADE 5 |
| use personal knowledge and experience | <ul style="list-style-type: none"> summarize personal knowledge of a topic in categories to determine information needs | NOTES: |
| ask questions | <ul style="list-style-type: none"> formulate general and specific questions to identify information needs | |
| participate in group inquiry | <ul style="list-style-type: none"> share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research | |

| 3.1 Plan and Focus <i>(continued)</i> | | GRADE 5 |
|--|--|----------------|
| create and follow a plan | <ul style="list-style-type: none"> gather and record information and ideas using a plan | NOTES: |
| 3.2 Select and Process | | GRADE 5 |
| identify personal and peer knowledge | <ul style="list-style-type: none"> record, select, and share personal knowledge of a topic to focus inquiry or research | NOTES: |
| identify sources | <ul style="list-style-type: none"> answer inquiry or research questions, using a variety of information sources | |
| evaluate sources | <ul style="list-style-type: none"> review information to determine its usefulness to inquiry or research needs | |
| access information | <ul style="list-style-type: none"> use a variety of tools to access information and ideas; use visual and auditory cues to identify important information | |
| make sense of information | <ul style="list-style-type: none"> recognize organizational patterns of oral, visual, and written text; skim, scan, and listen for key words and phrases | |
| 3.3 Organize, Record, and Assess | | GRADE 5 |
| organize information | <ul style="list-style-type: none"> organize information and ideas into categories, using a variety of strategies | NOTES: |
| record information | <ul style="list-style-type: none"> record key words, phrases, and images by subtopics; cite authors and titles of sources appropriately | |

| 3.3 Organize, Record, and Assess <i>(continued)</i> | | GRADE 5 |
|--|---|----------------|
| evaluate information | <ul style="list-style-type: none"> recognize gaps in the information gathered and locate additional information needed | NOTES: |
| develop new understanding | <ul style="list-style-type: none"> determine information needs during the inquiry or research process; discuss and assess inquiry or research experiences | |
| 4.1 Generate and Focus | | GRADE 5 |
| generate ideas | <ul style="list-style-type: none"> focus a topic for oral, written, and visual texts, using a variety of strategies | NOTES: |
| choose forms | <ul style="list-style-type: none"> use a variety of forms for particular audiences and purposes | |
| organize ideas | <ul style="list-style-type: none"> develop and arrange ideas in own oral, written, and visual texts, using a variety of organizers | |
| 4.2 Enhance and Improve | | GRADE 5 |
| appraise own and others' work | <ul style="list-style-type: none"> share their own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria | NOTES: |
| revise content | <ul style="list-style-type: none"> revise text to create an interesting impression and check for sequence of ideas | |
| enhance legibility | <ul style="list-style-type: none"> write legibly, and use word processing software when composing and revising | |
| enhance artistry | <ul style="list-style-type: none"> choose descriptive language and sentence patterns to clarify and enhance ideas | |

| 4.2 Enhance and Improve <i>(continued)</i> | | GRADE 5 |
|---|---|----------------|
| enhance presentation | <ul style="list-style-type: none"> prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts, and diagrams, that engage the audience | NOTES: |
| 4.3 Attend to Conventions | | GRADE 5 |
| grammar and usage | <ul style="list-style-type: none"> identify and eliminate sentence fragments and run-on sentences | NOTES: |
| spelling | <ul style="list-style-type: none"> understand and know spelling conventions, using a variety of spelling patterns when editing and proofreading; predict the spelling of unfamiliar words, using a variety of resources to confirm correctness | |
| capitalization and punctuation | <ul style="list-style-type: none"> know and use writing conventions, and apply these conventions when editing and proofreading | |
| 4.4 Present and Share | | GRADE 5 |
| share ideas and information | <ul style="list-style-type: none"> prepare and share information on a topic, using print and non-print aids to engage and inform a familiar audience | NOTES: |
| effective oral and visual communication | <ul style="list-style-type: none"> use gestures and facial expressions to enhance oral presentations; use emphasis and appropriate pacing; arrange presentation space to focus audience attention | |

| 4.4 Present and Share (continued) | | GRADE 5 |
|---|---|----------------|
| attentive listening and viewing | <ul style="list-style-type: none"> show respect for the presenter through active listening and viewing behaviours | NOTES: |
| 5.1 Develop and Celebrate Community | | GRADE 5 |
| share and compare responses | <ul style="list-style-type: none"> acknowledge differing responses to common experiences | NOTES: |
| relate texts to culture | <ul style="list-style-type: none"> discuss ideas, events, and figures within stories from oral, literary, and media texts from various communities | |
| appreciate diversity | <ul style="list-style-type: none"> connect the experiences of individuals in oral, literary, and media texts to personal experiences | |
| celebrate special occasions | <ul style="list-style-type: none"> select and use language appropriate in tone and form to recognize and honour people and events | |
| 5.2 Encourage, Support, and Work with Others | | GRADE 5 |
| co-operate with others | <ul style="list-style-type: none"> distinguish between on-task and off-task ideas and behaviours in a group, and stay on task | NOTES: |
| work in groups | <ul style="list-style-type: none"> assume the responsibilities for various group roles | |
| use language to show respect | <ul style="list-style-type: none"> demonstrate sensitivity to appropriate language use when communicating orally | |

| 5.2 <i>Encourage, Support, and Work with Others</i> (continued) | | GRADE 5 |
|---|---|---------|
| evaluate group process | <ul style="list-style-type: none"> • assess group process, using checklists, and determine areas for development | NOTES: |
| 6.1 <i>Linguistic Elements</i> | | GRADE 5 |
| sound–symbol system | <ul style="list-style-type: none"> • use, independently, in oral and written situations, all elements of the sound–symbol system | NOTES: |
| vocabulary | <ul style="list-style-type: none"> • use vocabulary and expressions appropriately in classroom, school, and community contexts | |
| grammatical features | <ul style="list-style-type: none"> • use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> ○ future tense ○ prepositions with both dative and accusative ○ sentence structure (subject, direct object, and indirect object) ○ formal address (<i>Gehen Sie...</i>) | NOTES: |

1. 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 linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

6.1 Linguistic Elements (continued)

GRADE 5

| | | |
|----------------------|---|----------------------|
| grammatical features | <ul style="list-style-type: none"> • use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> ○ verb position in subordinate clause (<i>dass, weil, als</i>) ○ tense: present perfect (<i>Perfekt: bin gegangen, habe gesehen</i>) and past tense (<i>Präteritum: ging, sah</i>) including modals ○ inversion for questions (<i>Hast du...?</i>) and adverbs of time and place (<i>Heute ist es...</i>) ○ prepositions with accusative only and dative only ○ sentence structure (subject and direct object) ○ comparison of adjectives ○ imperative (singular-<i>geh</i>, plural – <i>geht</i>) ○ personal pronouns (accusative and dative) ○ familiar separable verbs ○ possessive pronouns (all) | <p>NOTES:</p> |
|----------------------|---|----------------------|

2. **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 the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.
3. **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.

| | | |
|---------------------|---|----------------------|
| mechanical features | <ul style="list-style-type: none"> • use basic German mechanical features and apply these features for effect | <p>NOTES:</p> |
| discourse features | <ul style="list-style-type: none"> • use basic German discourse features in oral, written, and visual texts, and apply these features for effect | |

| 6.2 Language Competence | | GRADE 5 |
|---|--|----------------|
| listening | <ul style="list-style-type: none"> listen to and understand the main points of an extended oral or media presentation on a familiar topic in structured and unstructured situations | NOTES: |
| speaking | <ul style="list-style-type: none"> deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured situation | |
| reading | <ul style="list-style-type: none"> read and understand an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations | |
| writing | <ul style="list-style-type: none"> produce, spontaneously or with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations | |
| viewing | <ul style="list-style-type: none"> view and understand a series of simple events and/or representations | |
| representing | <ul style="list-style-type: none"> create multiple representations of the same ideas, events, and/or information | |
| 6.3 Sociocultural/Sociolinguistic Elements | | GRADE 5 |
| register | <ul style="list-style-type: none"> use formal and informal language in familiar situations | NOTES: |
| idiomatic expressions | <ul style="list-style-type: none"> use learned idiomatic expressions to enhance communication | |

| 6.3 Sociocultural/Sociolinguistic Competence <i>(continued)</i> | | GRADE 5 |
|--|--|----------------|
| variations in language | <ul style="list-style-type: none"> experience a variety of regional variations in language | NOTES: |
| social conventions | <ul style="list-style-type: none"> recognize simple social conventions in informal conversation (e.g., for turn-taking) | |
| non-verbal communication | <ul style="list-style-type: none"> use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., eye contact) | |
| 6.4 Language Learning Strategies | | GRADE 5 |
| cognitive | <ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance language learning (e.g., group together sets of things [vocabulary, structures] with similar characteristics, identify similarities and differences between aspects of the language being learned and their own language) | NOTES: |
| metacognitive | <ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance language learning (e.g., reflect on the listening, reading, and writing process; check copied writing for accuracy) | |
| social/affective | <ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance language learning (e.g., understand that making mistakes is a natural part of language learning; experiment with various forms of expression; note their acceptance or non-acceptance by more experienced speakers) | |

| 6.5 Language Use Strategies | | GRADE 5 |
|--|---|----------------|
| interactive | <ul style="list-style-type: none"> identify and use a variety of interactive strategies (e.g., assess feedback from conversation partner to recognize when the message has not been understood) | NOTES: |
| interpretive | <ul style="list-style-type: none"> identify and use a variety of interpretive strategies (e.g., use knowledge of the sound-symbol system to aid reading comprehension) | |
| productive | <ul style="list-style-type: none"> identify and use a variety of productive strategies (e.g., use knowledge of sentence patterns to form new sentences) | |
| 6.6 General Learning Strategies | | GRADE 5 |
| cognitive | <ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance general learning (e.g., write down key words and concepts in abbreviated form [verbal, graphic, or numerical] to assist performance of a learning task) | NOTES: |
| metacognitive | <ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance general learning (e.g., make a plan in advance about how to approach a task) | |
| social/affective | <ul style="list-style-type: none"> 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) | |

| 7.1 <i>Self-Identity</i> | | GRADE 5 |
|---|---|---------------|
| valuing German language and the cultures of German-speaking peoples | <ul style="list-style-type: none"> identify the lifelong personal benefits of German language and cultures | |
| valuing bilingualism/multiculturalism | <ul style="list-style-type: none"> recognize the uniqueness of a bilingual/multicultural education | |
| 7.2 <i>German Culture</i> | | GRADE 5 |
| historical elements | <ul style="list-style-type: none"> explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [<i>St. Nikolaus</i>], music, dance, art, literature, food, etc.) | NOTES: |
| contemporary elements | <ul style="list-style-type: none"> explore elements in the immediate environment that reflect the contemporary features of German culture (see example above) | |
| diversity | <ul style="list-style-type: none"> explore diversity of German culture at the school level | |
| change | <ul style="list-style-type: none"> explore and reflect on change in German culture within the family and community | |

| 7.3 Building Community | | GRADE 5 |
|-------------------------------|--|----------------|
| valuing diversity | <ul style="list-style-type: none"> • explore, compare, and reflect on the personal significance of diversity in Canada | |
| valuing similarity | <ul style="list-style-type: none"> • explore, compare, and reflect on common human needs and experiences of Canadians | |
| contributing to community | <ul style="list-style-type: none"> • develop skills that promote co-operation and mutual respect within the classroom and the school | |
| 7.4 Global Citizenship | | GRADE 5 |
| responsible citizenship | <ul style="list-style-type: none"> • recognize the positive and negative aspects of the consequences of their actions; demonstrate honesty and reliability in a variety of situations | NOTES: |
| interdependence | <ul style="list-style-type: none"> • examine the role of the individual in group activities; reflect on effectiveness of own contributions | |
| intercultural skills | <ul style="list-style-type: none"> • accept differences in others' characteristics and abilities | |
| future opportunities | <ul style="list-style-type: none"> • identify personal strengths and areas for further development; establish personal goals and action plans | |

GRADE 6

| 1.1 <i>Discover and Explore</i> | | GRADE 6 |
|---------------------------------|---|---------------|
| express ideas | <ul style="list-style-type: none"> use exploratory language to discover own interpretations and share personal responses | NOTES: |
| consider others' ideas | <ul style="list-style-type: none"> select from others' ideas and observations to develop own thinking and understanding | |
| experiment with language | <ul style="list-style-type: none"> explore and experiment with a variety of forms of expression for particular personal purposes | |
| express preferences | <ul style="list-style-type: none"> assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms | |
| set goals | <ul style="list-style-type: none"> assess personal language use, and set personal goals to enhance language learning and use | |
| 1.2 <i>Clarify and Extend</i> | | GRADE 6 |
| develop understanding | <ul style="list-style-type: none"> use prior knowledge and experiences selectively to make sense of new information in a variety of contexts | NOTES: |
| explain options | <ul style="list-style-type: none"> explain and support personal viewpoints; revise previous understanding | |
| combine ideas | <ul style="list-style-type: none"> search for ways to reorganize ideas and information to extend understanding | |
| extend understanding | <ul style="list-style-type: none"> ask a variety of questions to clarify information and develop new understanding | |

| 2.1 Strategies and Cues | | GRADE 6 |
|----------------------------------|---|----------------|
| prior knowledge | <ul style="list-style-type: none"> make and record connections among personal experiences, prior knowledge, and a variety of texts | NOTES: |
| comprehension strategies | <ul style="list-style-type: none"> use comprehension strategies appropriate to the type of text and purpose | |
| textual cues | <ul style="list-style-type: none"> use textual cues to construct and confirm | |
| cueing systems | <ul style="list-style-type: none"> use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context | |
| 2.2 Respond to Texts | | GRADE 6 |
| experience various texts | <ul style="list-style-type: none"> seek opportunities to experience texts from a variety of genres and cultural traditions; explain preferences for particular types of oral, literary, and media texts | NOTES: |
| connect self, texts, and culture | <ul style="list-style-type: none"> compare the challenges and situations encountered in their own daily life with those experienced by people in other times, places, and cultures as portrayed in oral, literary, and media texts | |
| appreciate the artistry of texts | <ul style="list-style-type: none"> identify descriptive and figurative language in oral, literary, and media texts; discuss how it enhances understanding of people, places, and actions | |

| 2.3 Understand Forms and Techniques | | GRADE 6 |
|--|---|----------------|
| forms and genres | <ul style="list-style-type: none"> recognize key characteristics of various oral, literary, and media genres, such as myths, short novels, poetry, drawings, and prints | NOTES: |
| techniques and elements | <ul style="list-style-type: none"> examine key elements and techniques in oral, literary, and media texts | |
| vocabulary | <ul style="list-style-type: none"> identify how and why word structures and meanings change | |
| experiment with language | <ul style="list-style-type: none"> experiment with words and sentence patterns for a variety of purposes | |
| create original texts | <ul style="list-style-type: none"> create original texts to communicate and demonstrate understanding of forms and techniques | |
| 3.1 Plan and Focus | | GRADE 6 |
| use personal knowledge | <ul style="list-style-type: none"> summarize and focus personal knowledge of a topic to determine information needs | NOTES: |
| ask questions | <ul style="list-style-type: none"> formulate relevant questions to focus information needs | |
| participate in group inquiry | <ul style="list-style-type: none"> contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research | |

| | | |
|--|---|----------------|
| 3.1 Plan and Focus <i>(continued)</i> | | GRADE 6 |
| create and follow a plan | <ul style="list-style-type: none"> create and follow a plan to collect and record information | NOTES: |
| 3.2 Select and Process | | GRADE 6 |
| identify personal and peer knowledge | <ul style="list-style-type: none"> record personal knowledge of a topic, and collaborate to generate information for inquiry or research | NOTES: |
| identify sources | <ul style="list-style-type: none"> answer inquiry or research questions, using a variety of information sources | |
| evaluate sources | <ul style="list-style-type: none"> review information to determine its usefulness to inquiry or research needs | |
| access information | <ul style="list-style-type: none"> use a variety of tools to access information and ideas; use visual and auditory cues to gather important information | |
| make sense of information | <ul style="list-style-type: none"> use organizational patterns of oral, visual, and print written texts to construct meaning; skim, scan, and read closely to gather information | |
| 3.3 Organize, Record, and Assess | | GRADE 6 |
| organize information | <ul style="list-style-type: none"> organize information and ideas, using a variety of strategies and techniques | NOTES: |

| 3.3 Organize, Record, and Assess <i>(continued)</i> | | GRADE 6 |
|--|---|----------------|
| record information | <ul style="list-style-type: none"> record information in their own words; cite authors and titles appropriately and provide publication dates of sources | NOTES: |
| evaluate information | <ul style="list-style-type: none"> recognize gaps in the gathered information and locate any additional information needed for a particular form, audience, and purpose | |
| develop new understanding | <ul style="list-style-type: none"> assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research | |
| 4.1 Generate and Focus | | GRADE 6 |
| generate ideas | <ul style="list-style-type: none"> focus a topic for oral, print, and visual texts, using a variety of strategies | NOTES: |
| choose forms | <ul style="list-style-type: none"> use a variety of text forms for particular audiences and purposes | |
| organize ideas | <ul style="list-style-type: none"> use listening, reading, and viewing experiences as models for organizing ideas in their own oral, written, and visual texts | |
| 4.2 Enhance and Improve | | GRADE 6 |
| appraise own and others' work | <ul style="list-style-type: none"> share their own stories and creations in various ways with peers, and give support and offer feedback to peers, using pre-established criteria | NOTES: |
| revise content | <ul style="list-style-type: none"> revise text for content, organization, and clarity | |

| 4.2 Enhance and Improve <i>(continued)</i> | | GRADE 6 |
|---|--|----------------|
| enhance legibility | <ul style="list-style-type: none"> write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate | NOTES: |
| enhance artistry | <ul style="list-style-type: none"> choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas | |
| enhance presentation | <ul style="list-style-type: none"> prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers | |
| 4.3 Attend to Conventions | | GRADE 6 |
| grammar and usage | <ul style="list-style-type: none"> edit to eliminate sentence fragments and run-on sentences | NOTES: |
| spelling | <ul style="list-style-type: none"> know and apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions | |
| capitalization and punctuation | <ul style="list-style-type: none"> know and apply writing conventions in sentences, titles, headings, salutations, and addresses when editing and proofreading | |

| 4.4 Present and Share | | GRADE 6 |
|--|---|----------------|
| share ideas and information | <ul style="list-style-type: none"> prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience | NOTES: |
| effective oral and visual communication | <ul style="list-style-type: none"> use appropriate volume, phrasing, intonation, presentation space, and non-verbal cues, such as body language and facial expression to enhance communication | |
| attentive listening and viewing | <ul style="list-style-type: none"> demonstrate critical listening and viewing behaviours, and show respect for the presenter | |
| 5.1 Develop and Celebrate Community | | GRADE 6 |
| share and compare responses | <ul style="list-style-type: none"> compare personal ways of responding and thinking with those of others | NOTES: |
| relate texts to culture | <ul style="list-style-type: none"> explore cultural representations in oral, print, and media texts from various communities | |
| appreciate diversity | <ul style="list-style-type: none"> connect the insights, thoughts, feelings, and experiences of individuals in oral, literary, and media texts to personal experiences | |
| celebrate special occasions | <ul style="list-style-type: none"> select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school | |

| 5.2 Encourage, Support, and Work with Others | | GRADE 6 |
|---|---|----------------|
| co-operate with others | <ul style="list-style-type: none"> assist group members to maintain focus and complete tasks | NOTES: |
| work in groups | <ul style="list-style-type: none"> select and assume roles to assist in the achievement of group goals | |
| use language to show respect | <ul style="list-style-type: none"> demonstrate sensitivity to appropriate language use and tone when communicating orally | |
| evaluate group process | <ul style="list-style-type: none"> assess their own contributions to group process, set personal goals for enhancing work with others, and monitor group process, using checklists | |
| 6.1 Linguistic Elements | | GRADE 6 |
| sound-symbol system | <ul style="list-style-type: none"> consistently and independently use all elements of the sound-symbol system | NOTES: |
| vocabulary | <ul style="list-style-type: none"> recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea | |

| 6.1 <i>Linguistic Elements</i> (continued) | | GRADE 6 |
|--|--|---------------|
| grammatical features | <ul style="list-style-type: none"> • use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> -adjectival endings -all possessive pronouns in accusative and dative -relative clauses in nominative (<i>Die Katze, die...</i>) | NOTES: |

1. 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 linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

| 6.1 <i>Linguistic Elements</i> (continued) | | GRADE 6 |
|--|--|---------------|
| grammatical features | <ul style="list-style-type: none"> • use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> -prepositions with dative and accusative -personal pronouns (accusative and dative) -familiar separable verbs -future tense -verb conjugation including modals in present, perfect, and past tenses -formal address -sentence structure (subject, object, and indirect object) | NOTES: |

2. 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 the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 Linguistic Elements (continued)

GRADE 6

| | | |
|-------------------------|---|---------------|
| grammatical elements | <ul style="list-style-type: none"> • use, in independent situations,³ the following grammatical elements: -prepositions with accusative only and dative only -comparison of adjectives -verb position in subordinate clause (<i>dass, weil, als</i>) -imperative (singular – <i>geh</i>, plural – <i>geht</i>) | NOTES: |
|-------------------------|---|---------------|

3. 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.

| | | |
|------------------------|--|---------------|
| mechanical features | <ul style="list-style-type: none"> • use basic German mechanical features effectively | NOTES: |
| discourse features | <ul style="list-style-type: none"> • use basic discourse features in oral, written, and visual texts, and apply these features independently for effect | |

| 6.2 Language Competence | | GRADE 6 |
|---|--|----------------|
| listening | <ul style="list-style-type: none"> listen to and understand the main points of an extended oral or media presentation on a variety of familiar topics in structured and unstructured situations | NOTES: |
| speaking | <ul style="list-style-type: none"> deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured or unstructured situation | |
| reading | <ul style="list-style-type: none"> read and understand an extended series of interrelated ideas dealing with familiar and unfamiliar topics in structured and unstructured situations | |
| writing | <ul style="list-style-type: none"> produce, spontaneously and/or with preparation, a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations | |
| viewing | <ul style="list-style-type: none"> view and understand events and/or representations within and beyond the school context | |
| representing | <ul style="list-style-type: none"> use a variety of forms to create representations of ideas, events, and/or information | |
| 6.3 Sociocultural/Sociolinguistic Elements | | GRADE 6 |
| register | <ul style="list-style-type: none"> identify socially appropriate language in specific situations | NOTES: |
| idiomatic expressions | <ul style="list-style-type: none"> correctly use learned idiomatic expressions in new contexts | |

| 6.3 Sociocultural/Sociolinguistic Competence (continued) | | GRADE 6 |
|---|---|----------------|
| variations in language | <ul style="list-style-type: none"> recognize some common regional variations in language | NOTES: |
| social conventions | <ul style="list-style-type: none"> recognize important social conventions in everyday interactions (e.g., shaking hands) | |
| non-verbal communication | <ul style="list-style-type: none"> use appropriate non-verbal behaviours in a variety of familiar contexts (e.g., interpersonal space and physical contact) | |
| 6.4 Language Learning Strategies | | GRADE 6 |
| cognitive | <ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance language learning (e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task) | NOTES: |
| metacognitive | <ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance language learning (e.g., decide in advance to attend to specific aspects of input, listen or read for key words) | |
| social/affective | <ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance language learning (e.g., participate actively in conferencing and brainstorming as a pre- and post-writing exercise) | |

| 6.5 Language Use Strategies | | GRADE 6 |
|--|--|----------------|
| interactive | <ul style="list-style-type: none"> identify and use a variety of interactive strategies (e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction) | NOTES: |
| interpretive | <ul style="list-style-type: none"> identify and use a variety of interpretive strategies (e.g., infer probable meaning of unknown words or expressions from contextual clues) | |
| productive | <ul style="list-style-type: none"> identify and use a variety of productive strategies (e.g., be aware of and use the steps of the writing process) | |
| 6.6 General Learning Strategies | | GRADE 6 |
| cognitive | <ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance general learning (e.g., use mental images to remember new information) | NOTES: |
| metacognitive | <ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance general learning (e.g., identify their own needs and interests) | |
| social/affective | <ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance general learning (e.g., take part in group decision-making processes) | |

| 7.1 <i>Self-Identity</i> | | GRADE 6 |
|---|---|---------------|
| valuing German language and the cultures of German-speaking peoples | <ul style="list-style-type: none"> value the lifelong personal benefits of German language and cultures | |
| valuing bilingualism/multiculturalism | <ul style="list-style-type: none"> identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context | |
| 7.2 <i>German Culture</i> | | GRADE 6 |
| historical elements | <ul style="list-style-type: none"> explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [<i>Oktoberfest, Volksfest</i>], music, dance, art, literature, food, etc.) | NOTES: |
| contemporary elements | <ul style="list-style-type: none"> explore elements in the immediate environment that reflect the contemporary features of German culture (see example above) | |
| diversity | <ul style="list-style-type: none"> explore diversity of German culture at the community level | |
| change | <ul style="list-style-type: none"> explore and reflect on change in German culture at the international level | |

| 7.3 Building Community | | GRADE 6 |
|-------------------------------|--|----------------|
| valuing diversity | <ul style="list-style-type: none"> • explore the impact of diversity in other regions of the world, and compare it with the impact of diversity in Canada | |
| valuing similarity | <ul style="list-style-type: none"> • examine the common needs and experiences of people around the world | |
| contributing to community | <ul style="list-style-type: none"> • provide positive contributions and leadership within the school and/or community | |
| 7.4 Global Citizenship | | GRADE 6 |
| responsible citizenship | <ul style="list-style-type: none"> • explore the meaning of personal and social conscience; demonstrate problem-solving and decision-making skills | NOTES: |
| interdependence | <ul style="list-style-type: none"> • participate in and contribute to group activities effectively; recognize that co-operation is important | |
| intercultural skills | <ul style="list-style-type: none"> • recognize and respect individual differences; recognize the worth of every individual | |
| future opportunities | <ul style="list-style-type: none"> • identify personal interests and explore future opportunities for learning and employment | |

Appendix B: Vocabulary and Classroom Expressions

Please note that the vocabulary and expressions listed here are suggestions compiled through consultation with teachers. This list is intended for reference for teachers. It should not be considered mandatory or exhaustive.

The plural form of the nouns is indicated after the nouns.

| Adjektive | Adjectives |
|---------------------------|----------------------------|
| schlecht | bad |
| schön | beautiful |
| groß | big |
| kalt | cold |
| schwierig | difficult |
| böse | evil; angry |
| gut | good |
| schwer | heavy |
| heiß | hot |
| leicht | light; easy |
| lang | long |
| nett | nice (person or action) |
| kurz | short |
| klein | small |
| sauer | sour (also annoyed, angry) |
| scharf | spicy ("hot") |
| süß | sweet |
| hässlich | ugly |
| Die Tiere | Animals |
| der Bär,-en | bear |
| der Biber,- | beaver |
| der Vogel,-" | bird |
| der Bison,-s/der Büffel,- | bison |
| das/der Karibu,-s | caribou |

| | |
|-----------------------------|--------------------|
| die Katze,-n/der Kater,- | cat |
| das Vieh | cattle |
| das Huhn,“-er/der Hahn,“-e | chicken/rooster |
| das Streifenhörnchen,- | chipmunk |
| die Kuh,“-e | cow |
| der Koyote,-n | coyote |
| das Reh,-e | deer |
| der Hund,-e | dog |
| die Ente,-n | duck |
| der Elch,-e, der Wapiti,-s | elk |
| der Fisch,-e | fish |
| der Fuchs,“-e | fox |
| die Ziege,-n | goat |
| die Gans,“-e | goose |
| das Erdhörnchen,- | gopher |
| der Igel,- | hedgehog |
| das Pferd,-e | horse |
| der Löwe,-n | lion |
| das Murmeltier,-e | marmot |
| die Bergziege,-n | mountain goat |
| die Maus,“-e | mouse |
| der Otter,- | otter |
| das Schwein,-e | pig |
| der Eisbär,-en | polar bear |
| das Stachelschwein,-e | porcupine |
| der Puma,-s | puma |
| der Hase,-n/das Kaninchen,- | rabbit (wild/ pet) |
| der Waschbär,-en | raccoon |
| der Seehund,-e | seal |
| das Schaf,-e | sheep |
| das Stinktief,-e | skunk |
| die Schlange,-n | snake |

| | |
|---------------------------|-----------------|
| das Eichhörnchen,- | squirrel |
| der Storch,-"e | stork |
| die Forelle,-n | trout |
| der Truthahn,-"e | turkey |
| die Schildkröte,-n | turtle |
| das Walross,-e | walrus |
| der Wal,-e | whale |
| der Wolf,-"e | wolf |
| Der Körper | The Body |
| das Fußgelenk,-e | ankle |
| der Arm,-e | arm |
| der Rücken,- | back |
| der Körper,- | body |
| die Brust,-"e | breast/chest |
| der Po,-s | bum |
| der Hintern,-e | buttocks |
| die Backe,-n/die Wange,-n | cheek |
| das Kinn,-e | chin |
| das Ohr,-en | ear |
| der Ellenbogen,- | elbow |
| das Auge,-n | eye |
| die Augenbraue,-n | eyebrow |
| die Wimper,-n | eyelash |
| das Gesicht,-er | face |
| der Finger,- | finger |
| der Fingernagel,-" | fingernail |
| der Fuß,-"e | foot |
| die Stirn,-e | forehead |
| das Haar,-e | hair |
| die Hand,-"e | hand |
| der Kopf,-"e | head |
| die Ferse,-n | heel |

| | |
|---------------------|-----------------|
| die Hüfte,-n | hip |
| das Knie,- | knee |
| das Bein,-e | leg |
| die Lippe,-n | lip |
| der Mund,-"er | mouth |
| der Hals,-"e | neck |
| die Nase,-n | nose |
| das Schienbein,-e | shin |
| die Schulter,-n | shoulder |
| der Bauch,-"e | stomach |
| der Oberschenkel,- | thigh |
| der Daumen,- | thumb |
| die Zehe,-n | toe |
| der Zahn,-"e | tooth |
| der Rumpf,-"e | torso |
| das Handgelenk,-e | wrist |
| Der Kalender | Calendar |
| Die Monate | Months |
| der Januar | January |
| der Februar | February |
| der März | March |
| der April | April |
| der Mai | May |
| der Juni | June |
| der Juli | July |
| der August | August |
| der September | September |
| der Oktober | October |
| der November | November |
| der Dezember | December |

| Die Wochentage | Days of the Week |
|------------------------------------|--------------------------|
| der Montag,-e | Monday |
| der Dienstag,-e | Tuesday |
| der Mittwoch,-e | Wednesday |
| der Donnerstag,-e | Thursday |
| der Freitag,-e | Friday |
| der Samstag,-e der Sonnabend,-e | Saturday |
| der Sonntag,-e | Sunday |
| Die Jahreszeiten | Seasons |
| der Frühling,-e | spring |
| der Sommer,- | summer |
| der Herbst,-e | autumn |
| der Winter,- | winter |
| Im Klassenzimmer | Classroom |
| das Aquarium, die Aquarien | aquarium |
| der Atlas, die Atlanten | atlas |
| der Ordner,- | binder |
| die Tafel,-n | blackboard |
| das Buch,-"er | book |
| die Pinnwand,-"e | bulletin board |
| der Taschenrechner,- | calculator |
| die CD,-s | CD |
| der CD-Player,- | CD player |
| der Stuhl,-"e | chair/stool |
| die Kreide,-n | chalk |
| die Uhr,-en | clock |
| der Kleiderhaken,- | coat hook |
| der Buntstift,-e | coloured pencils/crayons |
| der Computer,- | computer |

| | |
|--------------------------------|------------------------|
| der Beamer,- | computer projector |
| der Schrank,-"e | cupboard |
| der Schreibtisch,-e | desk |
| das Wörterbuch,-"er | dictionary |
| die Diskette,-n | discette |
| die Tür,-en | door |
| die DVD,-s | DVD |
| der DVD-Player,-s | DVD player |
| der Radiergummi,-s | eraser |
| die Mappe,-n | file folder |
| der Aktenschrank,-"e | filing cabinet |
| die Flagge,-n | flag |
| der Füller,- | fountain pen |
| der Mülleimer,- | garbage can/bin |
| der Globus,- | globe |
| der Klebstoff,-e | glue |
| der Locher,- | hole punch |
| die Tastatur,-en | keyboard (on computer) |
| der Laptop,-s | laptop computer |
| das Tippex,- | liquid paper |
| die Brottasche,-n | lunch bag |
| die Landkarte,-n | map |
| der Filzstift,-e/der Marker,-s | marker |
| die Maus,-"e | mouse (for computer) |
| das Heft,-e | notebook |
| der Folienstift,-e | overhead pen |
| der Projektor,-en | overhead projector |
| das Papier,-e | paper |
| die Heftklammer,- | paper clip |
| der Kugelschreiber,- (Kuli,-s) | pen |
| der Bleistift,-e | pencil |
| das Federmäppchen,- | pencil case |
| der Bleistiftspitzer,- | pencil sharpener |
| das Lineal,-e | ruler |

| | |
|--------------------------------|----------------------|
| die Schultasche,-n | school bag |
| die Schere,-n | scissors |
| der Bildschirm,-e | screen |
| das Regal,-e | shelf |
| das Waschbecken,- | sink |
| das Smart-Board,-s | smartboard |
| der Tacker,- | stapler |
| die Schülerin,-nen | student (fem.) |
| der Schüler,- | student (masc.) |
| der Tisch,-e/ das Pult,-e | student desk |
| der Klebstreifen,- | tape |
| der Kassettenrekorder,- | tape recorder |
| der Lehrer,-/die Lehrerin,-nen | teacher |
| der Fernseher,- | television |
| die Folie,-n | transparency |
| der USB-Stick,-s | USB stick |
| der Videorekorder,- | VCR |
| das Fenster,- | window |
| das Arbeitsblatt,-"er | worksheet/handout |
| Kleidung | Clothing |
| der Badeanzug,-"e | bathing suit |
| der Gürtel,- | belt |
| die Bluse,-n | blouse |
| der Stiefel,- | boot |
| die Mütze,-n | cap, touque |
| der Mantel,-" | coat, jacket |
| das Kleid,-er | dress |
| die Ohrenschützer,- | earmuff |
| die Brille,-n | glasses |
| der Hut,-"e | hat |
| der Bademantel,-" | housecoat, bath robe |
| die Jacke,-n | jacket |
| die Jeans,- | jeans |

| | |
|--|----------------------|
| der Jogginganzug,-"e | jogging suit |
| der Handschuh,-e | mittens, gloves |
| die Hose,-n | pants |
| der Anorak,-s | parka |
| die Tasche,-n | pocket |
| die Handtasche,-n | purse |
| der Schlafanzug,-"e | pyjamas |
| der Regenmantel,-" | raincoat |
| die Gummistiefel,- | rubber boot |
| die Sandale,-n | sandal |
| der Schal,-s | scarf |
| das Hemd,-en | shirt |
| der Schuh,-e | shoe |
| die kurze(-n) Hose,-n | shorts |
| der Skianzug,-"e | ski suit |
| der Rock,-"e | skirt |
| der Hausschuh,-e | slipper |
| der Turnschuh,-e | sneaker/runner |
| die Socke,-n | sock |
| der Kniestrumpf,-"e | socks (knee-highs) |
| das Jackett,-s | sportsjacket, blazer |
| der Anzug,-"e | suit |
| die Sonnenbrille,-n | sun glasses |
| der Pulli,-s | sweater |
| die Krawatte,-n | tie |
| die Strumpfhose,-n | tights |
| das T-Shirt,-s | T-shirt |
| der Regenschirm,-e | umbrella |
| die Unterwäsche | underwear |
| die Weste,-n | vest |
| der Geldbeutel,- das Portmonnaie,-s | wallet |
| die Uhr,-en | watch |

| die Familie | Family |
|-------------------------------|---------------------------------|
| die Tante,-n | aunt |
| das Baby,-s | baby/infant |
| der Bruder,-" | brother |
| das Kind,-er | child |
| die Cousine,-n | cousin (female) |
| der Cousin,-s | cousin (male) |
| die Tochter,-" | daughter |
| der Vater,-" | father |
| der Großvater,-", /der Opa,-s | grandfather |
| die Großmutter,-"/ die Oma,-s | grandmother |
| die Großeltern | grandparents |
| der Urgroßvater,-" | great-grandfather |
| die Urgroßmutter,-" | great-grandmother |
| die Mutter,-" | mother |
| die Eltern | parents |
| die Geschwister | siblings (brothers and sisters) |
| die Schwester,-n | sister |
| der Sohn,-"e | son |
| der Stiefbruder,-" | stepbrother |
| der Stiefvater,-" | stepfather |
| die Stiefmutter,-" | stepmother |
| die Stiefschwester,-n | stepsister |
| der Onkel,- | uncle |
| Das Essen | Food |
| das Brot,-e | bread |
| das Müsli (kein Pl) | breakfast cereal |
| die Butter (kein Pl) | butter |
| der Kuchen,- | cake |
| der Käse (kein Pl) | cheese |
| das Hähnchen,- | chicken |
| der Kaffee (kein Pl) | coffee |

| | |
|-----------------------------|-------------------|
| das Brötchen,- | crusty bun |
| der Nachtisch,-e | dessert |
| das Ei,-er | egg |
| der Fisch,-e | fish |
| die Pommes Frites (Pl) | French fries |
| das Obst (kein Pl) | fruits |
| der Schinken,- | ham |
| der Hamburger,- | hamburger |
| das Eis (kein Pl) | ice cream |
| das Fleisch (kein Pl) | meat |
| die Milch (kein Pl) | milk |
| der Orangensaft,-"e | orange juice |
| der Haferbrei,-s | porridge |
| der Kartoffelchip,-s | potato chip |
| das Rippchen,- | ribs |
| das Pausenbrot,-e | sandwich |
| die Wurst,-e | sausage |
| das Steak,-s | steak |
| der Zucker | sugar |
| der Tee,-s | tea |
| der Joghurt,-s | yogurt |
| Das Gemüse | Vegetables |
| der Spargel,- | asparagus |
| die Bohne,-n | beans |
| die Rote Beete (kein Pl) | beet |
| der Brokkoli (kein Pl) | broccoli |
| der Kohl (kein Pl) | cabbage |
| die Karotte,-n/die Möhre,-n | carrot |
| der Blumenkohl (kein Pl) | cauliflower |
| der Sellerie (kein Pl) | celery |
| der Mais (kein Pl) | corn |
| die Gurke,-n | cucumber |
| die Aubergine,-n | eggplant |

| | |
|---------------------------------|---------------|
| der Knoblauch (kein Pl) | garlic |
| der Meerrettich (kein Pl) | horseradish |
| der Salat,-e | lettuce |
| der Pilz,-e | mushroom |
| die Zwiebel,-n | onion |
| die Erbse,-n | pea |
| die Kartoffel,-n | potato |
| der Kürbis,-se | pumpkin |
| das Radieschen,- | radish |
| der Spinat (kein Pl) | spinach |
| die Tomate, -n | tomato |
| die Zucchini,-s | zucchini |
| Das Obst | Fruits |
| der Apfel,-" | apple |
| die Aprikose,-n | apricot |
| die Banane,-n | banana |
| die Beere,-n | berry |
| die Kirsche,-n | cherry |
| die Grapefruit,-s | grapefruit |
| die Pampelmuse,-n | |
| die Traube,-n | grape |
| die Kiwi,-s | kiwi |
| die Zitrone,-n | lemon |
| die Melone,-n | melon |
| die Orange,-n/ die Apfelsine,-n | orange |
| der Pfirsich,-e | peach |
| die Birne,-n | pear |
| die Ananas,-e | pineapple |
| die Pflaume,-n | plum |
| die Himbeere,-n | raspberry |
| die Sauerkirsche,-n | sour cherry |
| die Erdbeere,-n | strawberry |

| | |
|--|---|
| die Wassermelone,-n | watermelon |
| die Heidelbeere,-n die Blaubeere,-n | blueberry |
| die Nektarine,-n | nectarine |
| die Brombeere,-n | blackberry |
| die Erdbeer,-n | strawberry |
| die Himbeere,-n | raspberry |
| die Mango,-s | mango |
| die Papaya,-s | papaya |
| der Granatapfel,-“ | pomegranate |
| Gewürze und Zutaten | Seasonings and Spices |
| der Honig (kein Pl) | honey |
| das/der Ketchup (kein Pl) | ketchup |
| der Senf (kein Pl) | mustard |
| das Öl,-e | oil |
| der Pfeffer (kein Pl) | pepper |
| das Salz (kein Pl) | salt |
| der Sirop,-e | syrup |
| der Essig (kein Pl) | vinegar |
| die Mayonnaise (kein Pl) | mayonnaise |
| Feiertage | Holidays |
| Der Karneval/dieFastnacht | carnival |
| der Karnevalsverein,-e | carnival association |
| die Maske,-n | mask |
| der Rosenmontag,-e | Monday during Mardi Gras |
| der Umzug,-“e | parade with floats |
| die Altweiberfastnacht,-“e | special event for women during Mardi Gras |
| tanzen | to dance |
| maskieren | to mask |
| die Hexe,-n | witch |

| Die Weihnachten | Christmas |
|-------------------------------|-----------------------|
| der Adventskalender,- | advent calendar |
| der Adventskranz,-'e | advent wreath |
| der Engel,- | angel |
| der Kuchen,- | cake |
| die Kerze,-n | candle |
| die Schokolade | chocolate |
| das Christkind | Christ child |
| das Weihnachtslied,-er | Christmas carol |
| die Weihnachtsfeier,- | Christmas celebration |
| der Weihnachtstag,-e | Christmas Day |
| der Weihnachtsschmuck | Christmas decoration |
| der Heiligabend,-e | Christmas Eve |
| der Weihnachtsmarkt,-'e | Christmas market |
| der Weihnachtsbaum,-'e | Christmas tree |
| das Plätzchen,- | cookie |
| die Heiligen Drei Könige (PI) | Epiphany |
| das Geschenk,-e | gift |
| die Bescherung,-en | gift giving |
| das Licht,-er | light |
| die Weihnachtsskrippe,-n | manger |
| die Nuss,-'e | nut |
| der Weihnachtsmann,-'er | Santa Claus |
| der Heilige St. Nikolaus | St. Nicholas |
| der Nikolaustag,-e | St. Nicholas Day |
| die Lametta (kein PI) | tinsel |

| Das Neue Jahr | New Year |
|--|---|
| das Glücksschwein,-e | "good-luck pig" |
| das Marzipan (kein Pl) | almond paste |
| der Rauchfangkehrer,- | chimney sweep |
| das Feuerwerk,-e | fireworks |
| der Glücksklee (kein Pl) | good-luck clover |
| Prosit Neujahr! | Happy New Year |
| das Hufeisen,- | horseshoe |
| der Silvester/das Neujahr | New Year's Eve |
| Glücksbringer | lucky charm |
| tanzen | to dance |
| umarmen | to embrace |
| schenken | to give a present |
| Formen deuten | to interpret shapes |
| Blei gießen | to melt lead |
| die Zukunft vorhersagen | to predict the future |
| Ostern | Easter |
| der Aschermittwoch,-e | Ash Wednesday |
| das Schokoladenei,-er | chocolate egg |
| der Brauch,-"e | custom |
| der Osterhase,-n | Easter bunny |
| das Osterei,-er | Easter egg |
| der Karfreitag,-e | Good Friday |
| die Fastenzeit,-en | Lent |
| Kleine Kinder suchen die Ostereier in der Wohnung und im Garten. | Little children look for the Easter eggs in the home and in the garden. |
| Der Osterhase bemalt die Ostereier und versteckt sie. | The Easter bunny paints the Easter eggs and hides them |

| Der Geburtstag | Birthday |
|--|---|
| der Geburtstagskuchen | birthday cake |
| Ich bin am 2. Februar geboren. | I was born on February 2nd. |
| Ich möchte meinen Geburtstag mit Freunden und Verwandten feiern. | I would like to celebrate my birthday with friends and relatives. |
| Ich habe am Sonntag Geburtstag. | My birthday is on Sunday. |
| Am Sonntag bin ich 7 Jahre alt. | On Sunday I will be 7. |
| die Party,-s/das Fest,-e | party |
| die Kerzen ausblasen | to blow out the candles |
| ein Geschenk geben | to give a present |
| einladen | to invite |
| die Einladung,-en | invitation |
| der Gast,-e | guest |
| die Torte,-en | torte |
| Andere Feiertage | Other Holidays |
| der Kanada-Tag,-e | Canada Day |
| der Vatertag,-e | Father's Day |
| Halloween | Halloween |
| der Muttertag,-e | Mother's Day |
| der Namenstag,-e | Name's Day |
| das Pfingsten | Pentecost |
| der Sankt Martins-Tag | St. Martin's Day |
| das Erntedankfest,-e | Thanksgiving |
| der Valentinstag,-e | Valentine's Day |

| In der Schule | At School |
|--|---|
| der Hilfslehrer,- die Hilfslehrerin,-nen | assistant teacher (paraprofessional) |
| der Rucksack,-'e | backpack |
| der Sportplatz,-'e | baseball field |
| die Pause,-n | break/recess |
| der Busfahrer,- die Busfahrerin,-nen | bus driver |
| die Cafeteria, die Cafeterien | cafeteria |
| das Klassenzimmer,- | classroom |
| das Klettergerüst,-e | climbing apparatus |
| der Computerraum,-'e | computer lab |
| der Berater,-/ die Beraterin,-nen | counsellor |
| der Hausmeister,- | custodian |
| der Zaun,-'e | fence |
| das Feld,-er | field |
| das Tor,-e | goal (also gate) |
| der Torwart,-e | goalie |
| die Turnhalle,-n | gymnasium |
| der Korridor,-e | hallway, corridor |
| der Helfer,-/ die Helferin,-nen | helper |
| der Hügel,- | hill |
| die Bibliothekarin,-nen der Bibliothekar,-e | librarian |
| die Bibliothek,-en | library |
| die Mittagspause,-n das Mittagessen,- | lunch lunch |
| der Musikraum,-'e | music room |
| die Krankenschwester,-n | nurse |
| das Büro,-s die Verwaltung,-en | office administration office |
| der Spielplatz,-'e | playground |

| | |
|--|--------------------|
| das Poster,-s | poster |
| der Schulleiter,- die Schulleiterin,-en | principal |
| der Sandkasten,-“ | sandbox |
| die Schule,-n | school |
| der Schülerlotse,-n | school patrol |
| der Schulhof,-“e | schoolyard |
| der Sekretär,-en die Sekretärin,-nen | secretary |
| der Bürgersteig,-e | sidewalk |
| der Fußballplatz,-“e | soccer field |
| die Schaukel,-n | swing |
| der Gang,-“e | walkway |
| die Toilette,-n | washroom, bathroom |
| Die Tageszeit | Time of Day |
| der Morgen | morning |
| der Mittag | noon |
| der Nachmittag | afternoon |
| der Abend | evening |
| die Nacht | night |
| die Mitternacht,-“e | midnight |
| Die Farben | Colours |
| beige | beige |
| schwarz | black |
| weiß | white |
| gelb | yellow |
| grün | green |
| lila | purple |
| rot | red |
| grau | grey |
| orange | orange |
| blau | blue |

| | |
|------------------------|---------------------------------|
| braun | brown |
| rosa | pink |
| Das Wetter | Weather |
| bewölkt/wolkig | cloudy |
| kalt | cold |
| neblig | foggy |
| heiß | hot |
| Es regnet. | It is raining. |
| Es schneit. | It is snowing. |
| Es donnert und blitzt. | It is thundering and lightning. |
| sonnig | sunny |
| warm | warm |
| windig | windy |
| das Wetter | weather |
| schlechtes Wetter | bad weather |
| der Nieselregen | drizzle |
| das Gewitter,- | storm |
| gewittrig | stormy |
| Es nieselt. | It is drizzling. |
| schwül | humid |
| der Hagel | hail |
| eisig | icy |
| glatt | slippery |
| der Schauer,- | shower |
| Verben | Verbs |
| leisten/erreichen | to accomplish/to achieve |
| fragen | to ask (for something) |
| backen | to bake |
| sein | to be |
| können | to be able to |
| kaufen | to buy |

| | |
|--------------------------|-----------------------------|
| rufen | to call |
| zelten | to camp |
| tragen | to carry |
| aussuchen | to choose |
| klettern | to climb |
| etwas schließen | to close something |
| anmalen/ausmalen | to colour |
| kochen | to cook |
| abschreiben | to copy (from the board) |
| zählen | to count |
| weinen | to cry |
| schneiden/ausschneiden | to cut/to cut out |
| tanzen | to dance |
| machen | to do, to make |
| zeichnen | to draw |
| trinken | to drink |
| fahren | to drive |
| essen | to eat |
| hinfallen | to fall |
| finden | to find |
| aufstehen | to get up/to arise |
| geben/ schenken | to give |
| gehen | to go |
| hinuntergehen | to go down (i.e., stairs) |
| hinausgehen | to go out (i.e., of a room) |
| hinaufgehen | to go up (i.e., stairs) |
| haben | to have |
| hören | to hear |
| springen | to jump |
| lernen | to learn |
| mögen/ gern haben/lieben | to like, to love something |
| zuhören | to listen to |

| | |
|----------------------------|---|
| zuschauen | to look at, watch |
| suchen | to look for |
| lieben | to love someone |
| öffnen | to open something |
| malen/pinseln | to paint |
| aufführen | to perform |
| kopieren | to photocopy |
| spielen | to play |
| üben | to practise |
| anziehen | to put on clothing |
| legen | to put or place something (book on a shelf, paper on a desk) |
| lesen | to read |
| laufen | to run |
| sehen | to see |
| spitzen | to sharpen (pencil) |
| einkaufen ("shopping") | to shop |
| singen | to sing |
| sitzen | to sit |
| schlafen | to sleep |
| rutschen | to slide |
| schneien | to snow |
| lernen | to study |
| schwimmen | to swim |
| schaukeln | to swing |
| ausziehen | to take off clothing |
| sprechen, sich unterhalten | to talk, speak, to converse |
| denken | to think |
| besuchen | to visit |
| gehen | to walk |
| tragen | to wear (clothing—hat, etc.) |
| arbeiten | to work |
| zusammenarbeiten | to work together |

| | |
|------------------------------|---------------------------|
| schreiben | to write |
| aufschreiben/notieren | to write something down |
| möchten | would like to |
| Die Insekten | Insects |
| die Biene,-n | bee |
| der Käfer,- | beetle |
| der Schmetterling,-e | butterfly |
| die Raupe,-n | caterpillar |
| die Fliege,-n | fly |
| die Mücke,-n, der Moskito,-s | mosquito |
| die Spinne,-n | spider |
| die Wespe,-n | wasp |
| der Wurm,-"er | worm |
| Zu Hause | At home |
| der Dachboden,- | attic |
| der Balkon,-e | balcony |
| der Keller,- | basement |
| das Badezimmer,- | bathroom |
| das WC,-s | bathroom |
| die Badewanne,-n | bathtub |
| das Bett,-en | bed |
| das Schlafzimmer,- | bedroom |
| der Stuhl,-"e | chair |
| der Wandschrank,-"e | closet |
| der Schrank,-"e | cupboard |
| das Esszimmer,- | dining room |
| die Spülmaschine,-n | dishwasher |
| die Kommode,-n | dresser, chest of drawers |
| der Trockner,- | drier |
| der Sessel,-e | easy chair |
| der Flur,-e | entrance |
| die Gefriertruhe,-n | freezer |

| | |
|-----------------------|------------------------|
| der Kühlschrank,-'e | fridge |
| der Vorgarten,-n | front yard |
| die Garage,-n | garage |
| die Heizung,-en | heating |
| das Haus,-'er | house |
| die Küche,-n | kitchen |
| die Spüle,-n | kitchen sink |
| die Lampe,-n | lamp |
| die Etage,-n | level (floor) |
| das Wohnzimmer,- | living room |
| die Mikrowelle,-n | microwave |
| der Ofen,-' | oven |
| die Terrasse,-n | porch/deck |
| der Teppich,-e | rug |
| das Regal,-e | shelf |
| die Dusche,-n | shower |
| das Waschbecken,- | sink |
| das Sofa,-s | sofa, couch |
| die Treppe,-n | stairway |
| der Hocker,- | stool |
| der Herd,-e | stove |
| der Tisch,-e | table |
| das Telefon,-e | telephone |
| der Fernseher,-e | television |
| die Toilette,-n | toilet |
| die Waschmaschine,-n | washing machine |
| das Fenster,- | window |
| Zuhause helfen | Helping at Home |
| der Besen,- | broom |
| der Eimer,- | bucket/pail |
| die Fenster putzen | clean the windows |
| abstauben | dust |

| | |
|--------------------------------------|-------------------------|
| der Lappen | rag |
| die Seife,-en | soap |
| das Zimmer aufräumen | tidy up the room |
| das Haus putzen | to clean the house |
| Wäsche falten | to fold clothes |
| bügeln | to iron |
| das Bett machen | to make the bed |
| kehren, fegen | to sweep |
| den Müll rausbringen | to take out the garbage |
| staubsaugen | to vacuum |
| die Wäsche waschen | to wash clothes |
| spülen | to wash dishes |
| der Staubsauger,- | vacuum cleaner |
| Mein Zimmer | My Room |
| das Bett,-en | bed |
| der Schreibtisch,-e | desk |
| die Lampe,n | lamp |
| der Spiegel,- | mirror |
| das Regal,-e | shelf |
| der Kleiderschrank,-'e | closet |
| der Stuhl,-'e | chair |
| das Bild,-er | picture |
| Einkaufen gehen | Going Shopping |
| das Angebot,-e | bargain |
| die Boutique,-n | boutique |
| die Kasse,-en | cash register |
| der Kassierer,-/die KassiererIn,-nen | cashier |
| das Lebensmittel,-e | groceries |
| der Ausverkauf,-e | sale |
| der Verkäufer,-/die VerkäuferIn,-nen | sales clerk |

| | |
|--|-----------------------------|
| nen | |
| das Geschäft,-e | shop/store |
| das Einkaufszentrum, die Einkaufszentren | shopping mall |
| die Mode (kein Plural) | style |
| der Supermarkt,-"e | supermarket |
| kaufen | to buy |
| einkaufen (shopping) | to go shopping |
| verkaufen | to sell |
| anprobieren | to try on clothes |
| die Ware,-n, das Produkt,-e | ware/product |
| Freizeitbeschäftigungen | Hobbies |
| das Hobby, die Lieblingsbeschäftigung | hobby, favourite activity |
| tanzen | to dance |
| ins Kino gehen | to go to the movies |
| ins Theater gehen | to go to the theatre |
| Musik hören | to listen to music |
| malen | to paint |
| Sport treiben | to participate in sports |
| Computerspiele spielen | to play computer games |
| lesen | to read |
| Unterricht nehmen (Klavier,...) | to take lessons (piano,...) |
| Sport und Spiele | Sports and Games |
| der Baseball,-"e | baseball |
| der Basketball,-"e | basketball |
| der Trainer,-/die Trainerin,-en | coach |
| der Wettbewerb,-e | competition |
| der Fan,-s | fan |
| der Football, -"e | football |
| das Spiel,-e | game |

| | |
|---|----------------------------|
| das Eishockey (kein Pl) | hockey |
| der Fußball,-"e | soccer |
| der Sport (kein Pl) | sport |
| das Stadion, die Stadien | stadium |
| gewinnen | to win |
| der Wettkampf,-"e | tournament, competition |
| die Leichtathletik (kein Pl) | track and field |
| das Training,-s | training |
| die Trophäe,-n, der Preis,-e | trophy |
| der Volleyball, -"e | volleyball |
| Beim Arzt | Going to the Doctor |
| die Erkältung,-en | a cold, the flu |
| der Unfall,-"e | accident |
| die Allergie,-n | allergy |
| die Blutprobe,-n | blood test |
| der Husten (kein Pl) | cough |
| der Arzt,-"e die Ärztin,-nen | doctor |
| untersuchen | examine |
| das Fieber (kein Pl) | fever |
| der Heuschnupfen (kein Pl) | hay fever |
| der Kopfschmerz,-en | headache |
| das Krankenhaus,-"er das Hospital,-e | hospital |
| die Spritze,-n | injection |
| die Krankenhelfer (Pl) | medical personnel |
| das Medikament,-e | medication |
| die Krankenschwester,-n der Krankenpfleger,- | nurse |
| der Ausschlag,-"e | rash |
| die Atemnot,-"e | shortness of breath |
| der Schnupfen (kein Pl) | sniffles |

| | |
|----------------------------|---------------------------|
| der Bauchschmerz,-en | stomach ache |
| krank sein | to be sick, ill |
| husten | to cough |
| eine Allergie haben | to have an allergy |
| heilen | to heal |
| gesund werden/sich erholen | to recover |
| niesen | to sneeze |
| sich übergeben | to throw up |
| das Vitamin,-e | vitamin |
| die Röntgenaufnahme,-n | x-ray |
| Die Haustiere | Pets |
| das Aquarium, die Aquarien | aquarium |
| der Käfig,-e | cage |
| die Katze,-n | cat |
| der Hund,-e | dog |
| das Hundefutter,- | dog food |
| der Fisch,-e | fish |
| das Meerschweinchen,- | guinea pig |
| der Hamster,- | hamster |
| die Eidechse,-n | lizard |
| das Kaninchen,- | pet rabbit |
| betreuen, pflegen | to care for |
| füttern | to feed |
| Im Garten | Making Things Grow |
| graben | to dig |
| die Blume | flower |
| der Garten | garden |
| der Obstgarten | orchard |
| pflanzen | to plant |
| die Pflanze | plant |
| die Saat | seeds |
| die Erde | soil |

| | |
|--|----------------------|
| der Baum | tree |
| die Kelle/ die Schaufel | trowel/shovel |
| das Wasser, gießen | water |
| die Gießkanne | watering can |
| Im Urlaub | Vacation |
| das Auto | car |
| der Waggon | train car |
| der Ausflug | excursion/field trip |
| der Flug | flight |
| die Autobahn, die Landstraße | highway |
| das Hotel | hotel |
| das Flugzeug | airplane |
| der Urlaubsort | resort |
| übernachten | to spend the night |
| der Koffer | suitcase |
| die Karte (Fahrkarte, Eintrittskarte, Flugkarte) | ticket |
| fahren | to drive |
| einpacken | to pack |
| der Zug, die Eisenbahn | train |
| reisen, verreisen | to travel |
| die Reise | trip, journey |
| der Lastwagen | truck |
| der Kofferraum | trunk |
| Arbeit und Beruf | Jobs |
| der Buchführer die Buchführerin | accountant |
| sich bewerben | to apply for |
| die Firma | business |
| der Arzt die Ärztin | doctor |
| der Fahrer (der Chauffeur) die Fahrerin | driver |

| | |
|--|-------------------|
| der Feuerwehrmann die Feuerwehrfrau | fireman |
| das Einkommen | income |
| die Arbeit/der Beruf | job/occupation |
| der Rechtsanwalt die Rechtsanwältin | lawyer |
| der Bibliothekar die Bibliothekarin | librarian |
| die Krankenschwester der Krankenpfleger | nurse |
| der Lohn | pay, wages |
| der Polizist die Polizistin | police officer |
| die Arbeitsstelle | position |
| der Lebenslauf | resume |
| der Sekretär die Sekretärin | secretary |
| der Lehrer die Lehrerin | teacher |
| Fernsehen | Television |
| der Fernseher das Fernsehen | television |
| die Sendung | program |
| der Film | film/movie |
| das Fernsehprogramm | channel |
| die Serie | series |
| der Nachrichtensprecher | newscaster |
| der Dokumentarfilm | documentary |
| die Komödie | comedy |

Classroom Commands

| Du | English Singular | Ihr | English Plural |
|---------------------------|---------------------|----------------------------|-------------------------|
| Komm bitte her. | Come here. | Kommt bitte her. | Come here. |
| Schau auf die Tafel! | Look at the board. | Schaut auf die Tafel! | Look at the blackboard. |
| Hand hoch, bitte! | Raise your hand. | Hände hoch, bitte! | Raise your hands. |
| Mach dein Buch auf. | Open your book. | Macht eure Bücher auf! | Open your books. |
| Schreibe deinen Namen. | Write your name. | Schreibt eure Namen! | Write your names. |
| Zeichne/Male ein Bild! | Make a drawing. | Zeichnet/Malt ein Bild! | Make a drawing. |
| Mach dein Buch zu! | Close your book. | Macht eure Bücher zu! | Close your books. |
| Nimm dein Buch heraus! | Take your book out. | Nehmt eure Bücher heraus! | Take out your books. |
| Steh auf! | Stand up. | Steht auf! | Stand up. |
| Setz dich! | Sit down. | Setzt euch! | Sit down. |
| Hör zu! | Listen. | Hört zu! | Listen. |
| Die nächste Seite, bitte! | Turn the page. | Die nächste Seite, bitte! | Turn the pages. |
| Stell dich in die Reihe! | Line up. | Stellt euch in eine Reihe! | Line up. |
| Lies! | read | Lest! | read |
| Schreib! | write | Schreibt! | write |
| Sprich! | speak | Sprecht! | speak |

| Ausdrücke für Schüler und Schülerinnen | Expressions for Students |
|--|--|
| Note: Always address your teacher or other school personnel as Sie! Your fellow students should be addressed as du or ihr . | |
| Bin ich dran? | Is it my turn? |
| Bitte wiederholen Sie das! | Could you please repeat that? (to the teacher) |
| Darf ich bitte zur Toilette gehen? | May I go to the bathroom? |
| Darf ich bitte Wasser trinken gehen? | May I go drink some water? |
| Darf ich zu meinem Schließfach gehen? | May I go to my locker? |
| Der Fuß/Kopf/Hals/Bauch tut (mir) weh. Entschuldigung, ich habe meine Hausaufgaben vergessen. | My foot/head/throat/stomach hurts. Sorry, I forgot my homework. |
| Was heißt ... auf Deutsch? | What's the German word for? |
| Wie heißt das auf Englisch? | How do you say that/this in English? |
| Wie schreibt man _____? | How do you write _____? |
| Kann ich das auf Englisch sagen? | Can I say it in English? |
| Können Sie mir helfen? | Can you help me? (to the teacher) |
| Es tut mir leid. | I am sorry. |
| Entschuldigung? Wie bitte? | Sorry? Pardon me! (What did you say?) |
| Ich weiß (es) nicht. | I don't know. |
| Ich kann mich nicht erinnern. | I don't remember. |
| Ich verstehe das nicht. | I don't understand that. |
| Es macht mir Spaß. | It's fun. |
| Etwas langsamer, bitte. | Slow down, please. |
| Haben wir Hausaufgaben? | Do we have homework? |
| Ich habe das schon gemacht. Ich bin fertig. | I've already done that. I'm done. |

| | |
|---|-------------------------------------|
| Welche Seite/Übung? | Which page/exercise? |
| Ich kann nicht _____. | I don't know how to _____. |
| Ich weiß nicht wie man _____. | |
| Ich verstehe nicht. /Ich verstehe. | I don't understand./I understand. |
| Ich habe _____ vergessen. | I forgot _____. |
| Ich habe _____ verloren. | I lost _____. |
| Wie geht es? | How are things? |
| Alles ist in Ordnung. | Everything is alright. |
| Bitte. | Please. |
| Danke. Dankeschön. Vielen Dank. | Thank you. /Thank you very much. |
| Ausdrücke für Lehrer und Lehrerinnen | |
| Alle zusammen. | All together. |
| Aufpassen! Pass/ passt auf! | Pay attention! |
| Beeilt euch bitte. | Hurry up! Be quick. |
| Beende die Geschichte. | Finish the story. |
| Benutze ein Wörterbuch. | Use a dictionary. |
| Bilde Sätze. | Make sentences. |
| Bildet bitte Dreier-/Vierergruppen. | Please form groups of three/four. |
| Bis wieviel Uhr hast du Unterricht? | At what time are your classes over? |
| Bitte nicht rennen. | Don't run, please. |
| Blättert um auf Seite ... | Turn to page ... |
| Bleibt sitzen. | Remain seated. |
| Brauchst du Hilfe? | Do you need help? |
| Bring mir ... bitte. | Bring me the ..., please. |
| Das ist leider falsch. | That's wrong, I'm afraid. |

| | |
|--|--|
| Das stimmt! | That's right! |
| Du alleine. | Only you. |
| Du bist dran. | Your turn. |
| Du hast Recht. | You are right. |
| Spielen wir! | Let's play a game. |
| Setz deine Spielfigur...Fleder vor. | Move your pawn (marker) spaces ahead. |
| Ich habe gewonnen. | I have won. |
| Nehmt euch eine Spielfigur und stellt sie auf das Startfeld. | Choose a game piece and place it on „Start“. |
| Würfelt der Reihe nach. | Take turns rolling the dice. |
| Würfle. | Throw the dice. |
| Rücke drei Felder vor. | Move forward three spaces. |
| Wenn du eine sechs würfelst, bist du nochmals dran. | If you throw a 6, you get another turn. |
| Wer die höchste Zahl gewürfelt hat, beginnt. | The player that rolls the highest number begins. |
| Du musst einmal aussetzen! | You have to miss a turn. |
| Du musst jetzt... Felder zurück. | You have to go back ... spaces. |
| Peter ist zuletzt dran. | Peter has the last turn. |
| Du mogelst! / Du schummelst! | You are cheating! |
| Erzähl von deinem Haustier. | Talk about your pet. |
| Etwas lauter, bitte. | Louder, please. Speak up. |
| Fangen wir an/ Beginnen wir. | Let's begin. |
| Gehen wir zur Turnhalle! | Let's got to the gym. |
| Geht langsam. | Walk slowly. |
| Guten Morgen, Kinder. Guten Tag. | Good morning, children. Good day. |
| Hast du das verstanden? | Did you understand? |

| | |
|--|---|
| Hat es geläutet? | Did the bell ring? |
| Hier sind vier Bilder. Was siehst du auf dem ersten Bild? | Here you see a series of four pictures. Describe what you see in the first picture. |
| Hör auf! | Stop it! |
| Hör bitte damit auf. | Stop it, please. |
| Hör/ hört mir bitte zu! | Please listen to me. |
| Ich bin euer Deutschlehrer. Ich heiße ... Wie heißt du? | I'm your German teacher. My name is ... What's your name? |
| Ich helfe dir. | I'll help you. |
| Jetzt in Gruppen. | Now in groups. |
| Kann ich helfen? | Can I help? |
| Kannst du die Arbeitsblätter bitte verteilen? | Can you please hand out the worksheets? |
| Komm/geh zur Tafel. | Come/go to the board. |
| Fragen und Sätze | Phrases |
| Die Hausaufgaben. | Homework. |
| Wie spät ist es? | What time is it? |
| Um wieviel Uhr? | At what time? |
| Was ist das? | What's this? |
| Ja. | Yes. |
| Nein. | No. |
| Wer? | Who? |
| Was? | What? |
| Wo? Wohin? | Where? Where to? |
| Wann? | When? |
| Wie? | How? |
| Für wen? Wem? | To whom?/Whom? |

| | |
|-------------------------------------|--|
| Warum? Wieso? Weshalb? | Why? |
| Wozu? Wofür? | What for? |
| Mit wem? | With whom? |
| Womit? | With what? |
| Woher? | From where? |
| Woher weißt du das? | How do you know that? |
| Bin ich dran? Bin ich an der Reihe? | My turn? |
| Sehr gut. | Very good. |
| Ausgezeichnet! | Excellent! |
| Ich habe eine Frage. | I have a question. |
| Das ist nicht fair. | This isn't fair. |
| Nie. Niemals. | Never. |
| Immer. | Always. |
| Manchmal. | Sometimes. |
| Kannst du mir bitte _____ reichen? | Could you please pass _____. |
| Was möchtest du trinken? | What would you like to drink? (informal) |
| Was möchten Sie trinken? | What would you like to drink? (formal) |

| Idiomatische Ausdrücke | Idiomatic Expressions |
|-------------------------------|---------------------------------|
| Auf die Plätze, fertig, los! | On your mark, get set, go! |
| Das Buch gehört ins Regal. | This book belongs on the shelf. |
| Das gefällt mir (sehr)! | I like that (very much)! |
| Das ist toll! | This is fantastic! |
| Das macht mir keinen Spaß. | I don't enjoy that at all. |
| Das macht nichts. | That doesn't matter. |
| Das schmeckt gut. | That tastes good. |
| Der Hund tut dir nichts. | The dog won't hurt you. |
| Einverstanden! | Agreed! |
| Er hat sich verspätet. | He is late. |
| Gesundheit! | Bless you! |
| Gib mir ..., bitte. | Give me the ..., please. |
| Glück haben | to be fortunate/lucky |
| Gute Idee! | That's a good idea! |
| Guten Appetit! | Enjoy your meal! |
| Herzlichen Glückwunsch! | Happy birthday! |
| Alles Gute zum Geburtstag! | Happy birthday! |
| Ich habe Hunger/Durst. | I am hungry/thirsty. |
| Klar! | Of course! |
| Komm schon! | Come on! |
| Mäuschenstill sein | to be as quiet as a mouse |

| | |
|-------------------------------|-----------------------------------|
| mit dem Kopf nicken | to nod |
| Sie ist böse auf mich. | She is upset with me/angry at me. |
| Sport treiben | to play sports |
| Viel Glück! | Good luck! |
| Viel Spaß! | Have fun! |
| Viel Vergnügen! | Enjoy yourself/yourself! |
| Was gibt's zum Abendessen? | What's for dinner? |
| Was hältst du davon? | What do you think about that? |
| Was ist (hier) denn los? | What's going on (here)? |
| Was möchtest du? | What would you like? |
| Begrüßung und Abschied | Saying Hello and Goodbye |
| Tschüss!/Tschüs! | Bye! |
| Guten Tag. | Good day. |
| Guten Abend. | Good evening. |
| Guten Morgen. | Good morning. |
| Gute Nacht. | Good night. |
| Auf Wiedersehen. | Goodbye. |
| Hallo. | Hello. |
| Bis morgen! | See you tomorrow. |

| Fragen und Sätze | Phrases |
|-----------------------------------|----------------------------------|
| Was wünschen Sie ? | What would you like to order? |
| Ich hätte gern _____. | I would like to order _____. |
| Was wünschen Sie zum Nachfisch? | What would you like for dessert? |
| Ich ziehe mir _____ an. | I am getting dressed _____. |
| Ich ziehe mir _____ aus. | I am undressing _____. |
| Ich kaufe _____. | I am buying _____. |
| Ich habe Hunger. | I am hungry _____. |
| Es ist Mittagszeit. | Time to for lunch. |
| Darf ich _____ holen ? | May I get _____? |
| Darf ich in die Bibliothek gehen? | May I go to the library? |
| Darf ich _____? | May I _____? |
| Ich bin froh. | I am happy. (right now) |
| Ich bin glücklich. | I am happy. (a happy person) |
| Ich habe Langeweile. | I am bored. |
| Ich bin traurig. | I'm sad. |
| Ich interessiere mich für _____. | I'm interested in _____. |
| Ich habe Angst. | I'm scared. |
| Ich fürchte mich. | |
| Ich heiße _____. | My name is _____. |
| Ich mag _____. | I like _____. |
| Magst du _____? | Do you like _____? |
| Ich _____ gern. | I enjoy/like _____ (verb) |
| Magst du _____ gern? | Do you enjoy/like _____? |

| Fragen und Sätze | Phrases |
|--------------------------------|-------------------------------|
| Ich bin _____ (Jahre alt). | I am _____ years old. |
| Ich habe _____. | I have _____. |
| Ich wohne _____. | I live _____. |
| Wo wohnst du? | Where do you live? |
| Ich bin _____ geboren. | I was born _____. |
| Meine Telefonnummer ist _____. | My telephone number is _____. |
| Meine Adresse ist _____. | My address is _____. |

Appendix C: Planning Tools

| | |
|--|------|
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Instructional Planning Guide

As you design a learning activity, consider students' individual needs and learning profiles to determine the accommodations, modifications, and adaptations they will need for success.

⊙ Outcomes

Determine the outcomes that students can reasonably accomplish.

- Select fewer outcomes, partial outcomes, or outcomes from a different grade level if necessary.

Determine what the students will be able to demonstrate as a result of this learning activity.

- Consider the accommodations, modifications, and adaptations necessary to ensure student success in achieving all or part of the outcomes.

⊙ Learning Activities

Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.

- Decide how students will apply their learning.
- Ensure opportunities for students to use different learning modalities (e.g., visual, auditory).
- Present and support key concepts and instructions using demonstration, oral and written steps, and exemplars of completed assignments.
- Break down assignments or tasks into smaller, more manageable parts.
- Give clear, concrete instructions, and:
 - ___ provide a visual reference of the sequence of key steps in completing the assignment
 - ___ provide a checklist of assignment parts for students to mark as tasks are completed
 - ___ support written instructions with picture prompts or highlight directions using a colour-coding system
 - ___ record directions or lectures for playback
 - ___ repeat instructions
 - ___ have students recall instructions in sequence.
- Model and demonstrate to promote understanding of directions.
- Check in with students regularly to check task understanding and to provide feedback and clarification on specific aspects of the assignment.
- Highlight key points of the lesson orally and visually.
- Select extension activities that will reinforce and extend learning.
- Write assignments and homework on chart paper or the board. Ensure that students write down assignments in their agendas.
- Help students stay on task by employing a cueing strategy.

Identify the key concepts of the learning activity.

- Consider how the activity has been designed to motivate and engage student interest.
- Determine how to present an overview of the learning activity.
- Ensure that the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- Build in opportunities to make connections between what the students know and what they are learning.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2003).

Consider how the students will be organized for instruction and the type of groupings that will be most effective (partner, small group, large group).

- Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on different factors depending on the end goal, such as learning profile, interest, readiness, or need.

⊙ Learning Environment

Consider the classroom environment and individual student workspace.

- Provide a quiet work station like a study carrel in a corner of the classroom.
- Plan seating arrangements for students with attention issues, based on traffic patterns and overt distractions (e.g., windows, door, hallway, computer).
- Partner students with a peer for support and guidance.

⊙ Resources

Decide on the resources that will be used for the learning activity, including oral, print, media texts, and community resources.

- Locate necessary materials and resources to support different reading levels, learning styles, and student needs.
- Consider using graphic organizers to present information.

Prepare resources to assist students with learning difficulties.

- Rewrite materials at a lower reading level.
- Provide a graphic organizer for note-taking (e.g., Cloze style).
- Highlight passages of text.
- Reformat handouts and tests as necessary (e.g., provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print).
- Identify web-based supports (e.g., simulations).

Ensure that students have the assistive tools and devices to support their learning styles or needs. For example:

- ___ highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
- ___ a copy of the lecture notes
- ___ enlarged or reduced text
- ___ scribe
- ___ tape recordings
- ___ picture prompts
- ___ manipulatives
- ___ overlays
- ___ computers

⊙ Assessment

Decide what evidence will show whether the students have achieved the outcomes.

Determine the best way for students to demonstrate their learning.

- Provide assessment options for students to “show what they know.”

Make necessary preparations for alternative testing procedures, resources, and materials.

- Does the student need:
 - ___ a recording of the test?
 - ___ a scribe to write down their ideas or answers?
 - ___ the test questions read aloud?
 - ___ a time extension?
 - ___ fewer questions?

Determine the focus of the assessment for evaluation purposes.

For example, if you are evaluating students on their understanding of the content, do not penalize for spelling errors or missing punctuation.

Select or develop rubrics, exemplars, and checklists to support student evaluation.

Provide immediate, specific, and constructive feedback.

- Emphasize the quality of work and perseverance rather than quantity.

Provide opportunities for student self-reflection and self-evaluation.

- Consider necessary alternate assessment options to accommodate different learning styles, interests, or strengths.
- Share assignment criteria lists, checklists, standards, and exemplars with students.

⊙ Timeline

Record important assignments and text due dates on a master calendar, and have students write these dates in their agendas.

- Show students how to plan for longer assignments by using a calendar.
- Show students how to study for an upcoming test.
- Provide students with a study guide of important skills and concepts.

Consider the pace of the learning activity and the needs of the students.

- Consider ways to change the pace and allow students to focus on task for more condensed periods of time, if necessary.
- Prepare an assignment summary with task increments and timeline to guide students' completion of the assignment. Provide time warnings for task completion.
- Extend deadlines for those students who require more time to complete assignments.

Year Plan

Grade(s): _____ School Year: _____ Teacher(s): _____

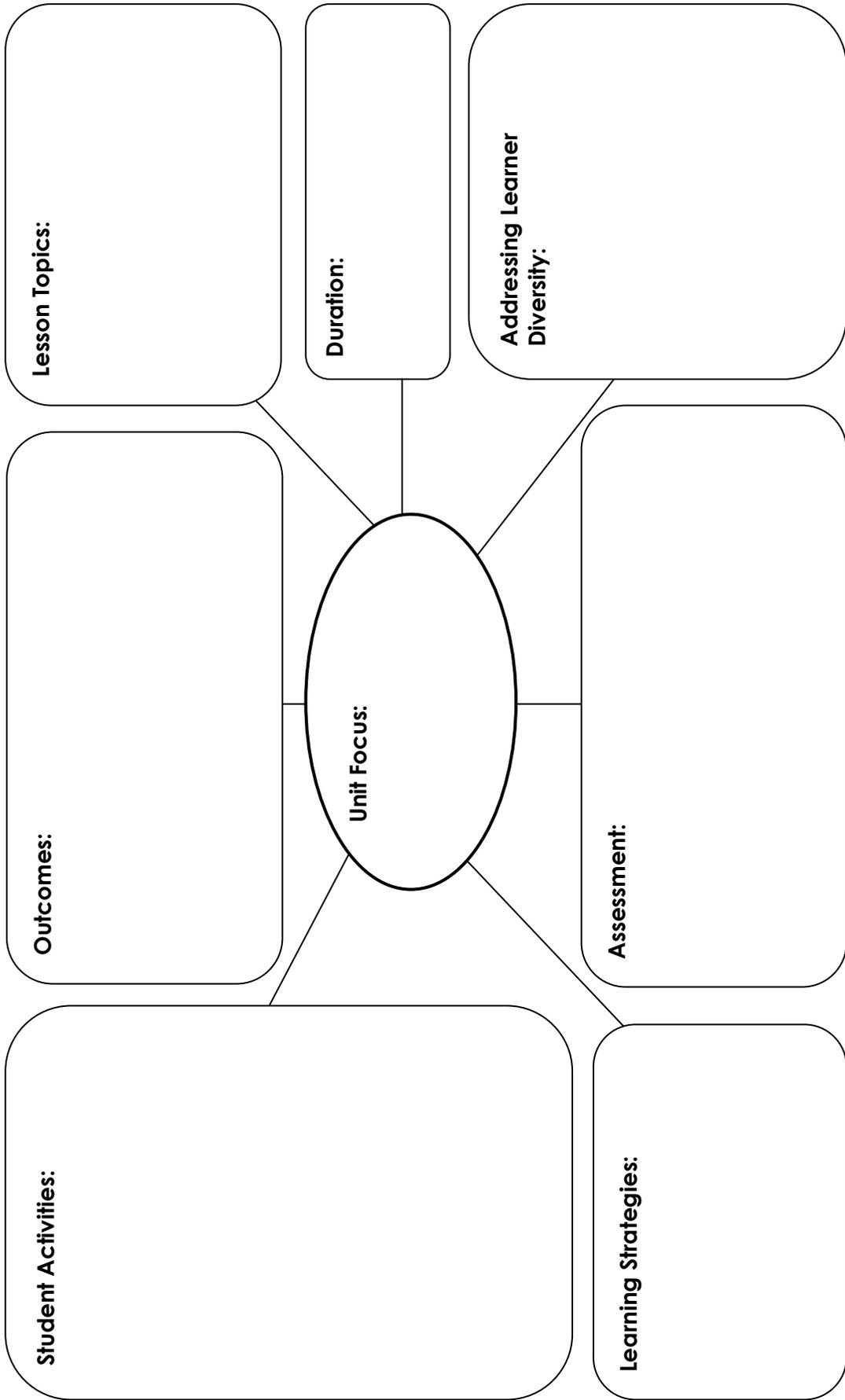
| | September | October | November | December | January |
|--|-----------|---------|----------|----------|---------|
| Unit(s) | | | | | |
| Specific Outcomes | | | | | |
| Major Teaching and Learning Activities | | | | | |
| Resources | | | | | |
| Assessment and Evaluation | | | | | |

Year Plan

Grade(s): _____ School Year: _____ Teacher(s): _____

| | February | March | April | May | June |
|--|----------|-------|-------|-----|------|
| Unit(s) | | | | | |
| Specific Outcomes | | | | | |
| Major Teaching and Learning Activities | | | | | |
| Resources | | | | | |
| Assessment and Evaluation | | | | | |

Unit Plan Overview



Unit Plan A

Grade(s): _____ Unit Focus: _____ Teacher(s): _____

Outcomes:

Teaching and Learning Activities:

Resources:

Planning for Diversity:

**Assessment
and Evaluation:**

Unit Plan B

| Day | Outcomes | Teaching and Learning Activities | Resources | Planning for Diversity | Assessment/Evaluation |
|-----|----------|----------------------------------|-----------|------------------------|-----------------------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |

Lesson Plan A

Lesson Title:

Date and Class:

Outcomes Addressed:

Materials Required:

Teaching and Learning Activities:

Differentiation of Instruction:

Opportunity for Assessment:

Lesson Plan B

Lesson Title: _____

Date: _____ Class: _____

Outcomes

Lesson Description

Possible Student Learning Strategies

Differentiation of Instruction

yes not necessary

If yes, description:

Assessment

Materials

How “Listener-Friendly” Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what is important in the learning activity.

| | Yes | Not Yet |
|---|-----------------------|-----------------------|
| • I reduce distractions for my students (e.g., close the door, move students near the front and away from windows). | <input type="radio"/> | <input type="radio"/> |
| • I communicate clearly what my expectations of the students are during the class. | <input type="radio"/> | <input type="radio"/> |
| • I provide students with some form of an advanced organizer at the beginning of class to alert them to what will be addressed in the learning activity. | <input type="radio"/> | <input type="radio"/> |
| • I consistently review and encourage recall of previously presented information (e.g., summarizing, asking questions, allowing time to review previous notes and handouts). | <input type="radio"/> | <input type="radio"/> |
| • I use cue words and phrases to signal important information (e.g., “In summary ...,” “Note the following ...,” “Pay attention to ...,” “Record this important fact ...,” “This is important ...,” “Listen carefully...”). | <input type="radio"/> | <input type="radio"/> |
| • I use transitional phrases to cue and signal the organization of information (e.g., first, second, third; next; before/after; finally). | <input type="radio"/> | <input type="radio"/> |
| • I highlight important information by using bold, italics, and different coloured text. | <input type="radio"/> | <input type="radio"/> |
| • I vary my volume, tone of voice, and rate of speech to emphasize important ideas and concepts. | <input type="radio"/> | <input type="radio"/> |
| • I present information in many different ways (e.g., discussion, video, audio, small-group assignments, transparencies, slideshow presentations). | <input type="radio"/> | <input type="radio"/> |
| • I repeat important ideas and concepts by rephrasing and using multiple examples. | <input type="radio"/> | <input type="radio"/> |
| • I write important ideas, key concepts, and vocabulary on the board or overhead transparency. | <input type="radio"/> | <input type="radio"/> |
| • I use visual aids and objects to support the concepts and information that are presented (e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector). | <input type="radio"/> | <input type="radio"/> |
| • I provide examples and non-examples of concepts. | <input type="radio"/> | <input type="radio"/> |
| • I frequently check for understanding (e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old). | <input type="radio"/> | <input type="radio"/> |
| • I provide students with opportunities to discuss concepts with a partner or small group. | <input type="radio"/> | <input type="radio"/> |
| • I provide students with opportunities to work with and/or practise new skills and concepts. | <input type="radio"/> | <input type="radio"/> |
| • I allow time for reflection at the end of the class (e.g., review important ideas, summarize, ask questions, self-evaluate). | <input type="radio"/> | <input type="radio"/> |
| • I briefly review the important concepts at the end of the class and preview what will be happening next class. | <input type="radio"/> | <input type="radio"/> |

Adapted from Anne Price, “Listen Up” handout (Calgary, AB: Calgary Learning Centre, 1995). Adapted with permission from Calgary Learning Centre.

Examples of General Accommodations

Methods of Instruction

- Vary amount of material to be learned.
 - Vary amount of material to be practised.
 - Vary time for practice activities.
 - Use advance organizers.
 - Cue student to stay on task (e.g., private signal).
 - Facilitate student cueing (student providing cues to the teacher).
 - Repeat directions or have student repeat directions.
 - Shorten directions.
 - Pair written instructions with oral instructions.
 - Use computer-assisted instruction.
 - Use visual aids in lesson presentation.
- Other _____

Task/Response

- Reduce or substitute required assignments.
- Adjust level of in-class assignments to academic level.
- Break long-term assignments into shorter tasks.
- Adjust amount of copying.
- Use strategies to enhance recall (e.g., cues, cloze).

Task/Response (cont'd)

- Provide students with a copy of notes.
 - Accept dictated or parent-assisted homework assignments.
 - Provide extra assignment time.
 - Permit students to print.
 - Provide a student buddy for reading.
- Other _____

Materials

- Modify text materials (add, adapt, or substitute).
- Make materials self-correcting.
- Highlight important concepts and information and/or passages.
- Use a desktop easel or slantboard to raise reading materials.
- Prepare recordings of reading/textbook materials, tasks.
- Provide an extra textbook for home use.
- Allow use of personal word lists, cue cards.
- Increase use of pictures, diagrams, concrete manipulators.
- Break materials into smaller task units.

Materials (cont'd)

- Increase print size in photocopying.
 - Use daily homework assignment book.
- Other _____

Organization for Instruction

The student works best:

- in large-group instruction
 - in small-group instruction
 - when placed beside an independent learner
 - with individual instruction
 - with peer tutoring
 - with cross-aged tutoring
 - using independent self-instructional materials
 - in learning centres
 - with preferential seating
 - with allowances for mobility
 - in a quiet space within the classroom.
- Other _____

Reinforcement Systems

- Provide immediate reinforcement.
- Give verbal praise for positive behaviour.
- Use tangible reinforcers.
- Send notes home.
- Complete progress charts.

Reinforcement Systems (cont'd)

- Allow special activities.
 - Instruct student in self-monitoring (i.e., following directions, raising hand to talk).
- Other _____

Assessment and Testing

- Adjust the test appearance (e.g., margins, spacing).
 - Adjust the test design (T/F, multiple choice, matching).
 - Adjust to recall with cues, Cloze, word lists.
 - Vary test administration (group/individual, open book, make-up tests).
 - Record test questions.
 - Select items specific to ability levels.
 - Vary amount to be tested.
 - Give extra test time.
 - Adjust readability of test.
 - Allow recorded reports for essays and/or long answers.
 - Read test questions
 - Allow use of a scribe or a reader.
 - Allow oral examinations.
- Other _____

Examples of Instructional Accommodations

| Reading Difficulties | Written Expression Difficulties | Attention Difficulties | Memory Difficulties | Fine and Gross Motor Difficulties |
|---|---|--|--|---|
| <ul style="list-style-type: none"> <input type="radio"/> Use less difficult/alternative reading material. <input type="radio"/> Reduce amount of reading required. <input type="radio"/> Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). <input type="radio"/> Set time limits for specific task completion. <input type="radio"/> Enlarge text of worksheets and reading material. <input type="radio"/> Extend time to complete tests and assignments. <input type="radio"/> Use large print editions of tests. <input type="radio"/> Read test items aloud to student. <input type="radio"/> Read standard directions several times at start of exam. <input type="radio"/> Record directions. <input type="radio"/> Use assistive technology (optical character recognition system, books on tape/CD, screen readers). | <ul style="list-style-type: none"> <input type="radio"/> Reduce volume of work. <input type="radio"/> Break long-term assignments into manageable tasks. <input type="radio"/> Extend time for completing assignments. <input type="radio"/> Offer alternative assignments. <input type="radio"/> Allow student to work on homework while at school. <input type="radio"/> Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). <input type="radio"/> Permit use of scribe or tape recorder for answers (student should include specific instructions about punctuation and paragraphing). <input type="radio"/> Waive spelling, punctuation, and paragraphing requirements. <input type="radio"/> Accept keyword responses instead of complete sentences. <input type="radio"/> Use assistive technology (word processor, spell-check device, grammar-check device, text-to-speech software). | <ul style="list-style-type: none"> <input type="radio"/> Provide alternative seating: <ul style="list-style-type: none"> — near teacher — facing teacher — at front of class, between well-focused students, away from distractions. <input type="radio"/> Provide additional or personal work space (quiet area for study, extra seat or table, “fire-out” spot, study carrels). <input type="radio"/> Permit movement during class activities and testing sessions. <input type="radio"/> Provide directions in written form: <ul style="list-style-type: none"> — on board — on worksheets — copied in assignment book by student <input type="radio"/> Set time limits for specific task completion. <input type="radio"/> Extend time to complete tests and assignments. <input type="radio"/> Allow student to take breaks during tests. <input type="radio"/> Use multiple testing sessions for longer tests. <input type="radio"/> Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better. <input type="radio"/> Provide cues (e.g., arrows, stop signs on worksheets and tests). <input type="radio"/> Provide a quiet, distraction-free area for testing. <input type="radio"/> Allow student to wear noise buffer device such as head phones to screen out distracting sounds. <input type="radio"/> Provide checklists for long, detailed assignments. | <ul style="list-style-type: none"> <input type="radio"/> Provide a written outline. <input type="radio"/> Provide directions in written form (on board, on worksheets, copied in assignment book by student). <input type="radio"/> Provide a specific process for turning in completed assignments. <input type="radio"/> Provide checklists for long, detailed assignments. <input type="radio"/> Read and discuss standard directions several times at start of examination. <input type="radio"/> Provide cues (e.g., arrows, stop signs on worksheets and tests). <input type="radio"/> Allow student to use reference aids (dictionary, word processor, vocabulary cue card). | <ul style="list-style-type: none"> <input type="radio"/> Use assistive and adaptive devices: <ul style="list-style-type: none"> — pencil or pen adapted in size or grip diameter — alternative keyboards — portable word processor <input type="radio"/> Set realistic and mutually agreed-upon expectations for neatness. <input type="radio"/> Reduce or eliminate the need to copy from a text or board. For example, <ul style="list-style-type: none"> — provide copies of notes — permit student to photocopy a peer’s notes — provide carbon/NCR paper to a peer to copy notes. <input type="radio"/> Extend time to complete tests and assignments. <input type="radio"/> Alter the size, shape, or location of the space provided for answers. <input type="radio"/> Accept keyword responses instead of complete sentences. <input type="radio"/> Allow student to type answers or to answer orally instead of in writing. |

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

Examples of Assessment Accommodations

Some students require accommodations that allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need in order to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations include:

- allowing extended time
- allowing breaks during the test
- reducing the number of questions
- breaking a test into parts and administering them at separate times
- providing a recorded test and making students aware that they may listen to part or all of the recording more than once
- providing a reader or a scribe
- providing an opportunity to record answers
- providing more detailed instructions and confirming the student's understanding of the test process
- administering the test in a small group setting or to an individual student
- administering the test in a separate room, free from distractions
- providing noise buffers (e.g., headphones)
- adjusting the test appearance (e.g., margins, spacing)
- adjusting the test design (true/false, multiple choice, matching)
- adjusting readability of test
- allowing alternative formats such as webs or key points in place of essays or long answers
- reading test questions
- allowing use of a scribe or a reader
- allowing oral examinations
- allowing students to practise taking similar test questions
- other _____

Sample Text Forms

Written Texts

- advertisements
- biographies and autobiographies
- brochures, pamphlets, and leaflets
- catalogues
- dictionaries and grammar references
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- instructions and other “how to” texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes, and personal messages
- maps
- menus
- newspaper and magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories and novels
- signs, notices, and announcements
- stories
- textbook articles
- tickets, timetables, and schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- email

Oral Texts

- advertisements or announcements
- ceremonies (religious and secular)
- interpretive dialogues
- formal and informal conversations
- interviews
- telephone messages
- oral stories and histories
- plays and other performances
- oral reports and presentations
- songs and hymns
- telephone conversations
- story telling
- speeches
- rhymes, poetry

Multimedia Texts

- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- websites
- CD-ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs

Alternative Lernaktivitäten

Name: _____ Datum: _____

Complete three activities to create a horizontal, vertical, or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

| | | |
|----------------------|-------------------|-----------------------|
| ZEIGEN | PLANEN | INTERVIEWEN |
| RECHERCHIEREN | DEINE IDEE | UMFRAGE MACHEN |
| AUSSTELLEN | ERSTELLEN | BEWERTEN |

Sample Independent Study Agreement

Name: _____

Grade: _____

Date: _____

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

Learning Conditions

_____ I will complete all alternative learning activities in my Independent Study Agreement by _____ (date).

_____ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

_____ I will participate in whole-class activities as the teacher assigns them.

_____ I will keep a daily log of my progress in my learning log.

_____ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid (e.g., poster, picture, digital slideshow).

Working Conditions

_____ I will check in with the teacher at the beginning and end of each class period.

_____ I will work on my chosen topic for the entire class period on the days my teacher assigns.

_____ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature: _____

Teacher's Signature: _____

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright © 2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN: 800-735-7323; www.freespirit.com. All rights reserved.

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

| | | |
|---------------------------|--------------------|--------------------|
| Checker: | Timekeeper: | Questioner: |
| Recorder: | Reporter: | Encourager: |
| Materials Manager: | Observer: | Other: |

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

| | | |
|---------------------------|--------------------|--------------------|
| Checker: | Timekeeper: | Questioner: |
| Recorder: | Reporter: | Encourager: |
| Materials Manager: | Observer: | Other: |

Sample List of Learning Strategies

Language Learning Strategies

Cognitive Language Learning Strategies

Students will:

- listen attentively
- perform actions to match words of a song, story, or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things (vocabulary, structures) with similar characteristics
- identify similarities and differences between aspects of the German language and English
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in German or in English
- find information, using reference materials like dictionaries, textbooks, and grammars
- use available technological aids to support language learning (e.g., cassette recorders, computers)
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and note unknown words and expressions, noting also their context and function

Metacognitive Language Learning Strategies

Students will:

- check copied writing for accuracy
- make choices about how they learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading, and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate their own performance or comprehension at the end of a task

- ❑ keep a learning log
- ❑ experience various methods of language acquisition and identify one or more they consider particularly useful
- ❑ be aware of the potential of learning through direct exposure to the language
- ❑ know how strategies may enable them to cope with texts containing unknown elements
- ❑ identify factors that might hinder successful completion of a task and seek solutions
- ❑ monitor their own speech and writing to check for persistent errors
- ❑ be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly

Social/Affective Language Learning Strategies

Students will:

- ❑ initiate or maintain interaction with others
- ❑ participate in shared reading experiences
- ❑ seek the assistance of a friend to interpret a text
- ❑ reread familiar self-chosen texts to enhance understanding and enjoyment
- ❑ work co-operatively with peers in small groups
- ❑ understand that making mistakes is a natural part of language learning
- ❑ experiment with various forms of expression, and note their acceptance or non-acceptance by more experienced speakers
- ❑ participate actively in brainstorming and conferencing as a pre- and post-writing exercise
- ❑ use self-talk to feel competent to do the task
- ❑ be willing to take risks and try unfamiliar tasks and approaches
- ❑ repeat new words and expressions occurring in conversations in which they participate, and make use of them as soon as appropriate
- ❑ reduce anxiety by using mental techniques, such as positive self-talk or humour
- ❑ work with others to solve problems and get feedback on tasks
- ❑ provide personal motivation by arranging rewards for themselves when successful

Language Use Strategies

Interactive Language Use Strategies

Students will:

- ❑ use words from their first language to get meaning across (e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language)
- ❑ acknowledge being spoken to
- ❑ interpret and use a variety of non-verbal clues to communicate (e.g., mime, pointing, gestures, drawing pictures)
- ❑ indicate lack of understanding verbally or non-verbally (e.g., *Wie bitte?*, *Entschuldigung?*)
- ❑ ask for clarification or repetition when they do not understand (e.g., *Was meinst du damit?*, *Kannst du das bitte wiederholen?*)
- ❑ use the other speaker's words in a subsequent conversation

- ❑ assess feedback from a conversation partner to recognize when the message has not been understood (e.g., raised eyebrows, blank look)
- ❑ start again, using a different tactic, when communication breaks down (e.g., *Was ich damit sagen will...*)
- ❑ use a simple word similar to the concept to convey and invite correction (e.g., *Fisch* for *Forelle*)
- ❑ invite others into the discussion
- ❑ ask for confirmation that a form used is correct (e.g., *Kann man das sagen?*)
- ❑ use a range of fillers, hesitation devices and gambits to sustain conversations (e.g., *Also...*, *Was wollte ich sagen?*)
- ❑ use circumlocution to compensate for lack of vocabulary (e.g., *Das Ding aus dem man trinkt* for *Glas*)
- ❑ repeat part of what someone has said to confirm mutual understanding (e.g., *Was du also damit sagen willst ist...*, *Du meinst also, dass...*)
- ❑ summarize the point reached in a discussion to help focus the talk
- ❑ ask follow-up questions to check for understanding (e.g., *Verstehst du was ich meine?*)
- ❑ use suitable phrases to intervene in a discussion (e.g., *Da wir gerade dabei sind...*)
- ❑ self-correct if errors lead to misunderstandings (e.g., *Was ich eigentlich damit sagen will...*)

Interpretive Language Use Strategies

Students will:

- ❑ use gestures, intonation, and visual supports to aid comprehension
- ❑ make connections between texts on the one hand, and prior knowledge and personal experience on the other
- ❑ use illustrations to aid reading comprehension
- ❑ determine the purpose of listening
- ❑ listen or look for key words
- ❑ listen selectively based on purpose
- ❑ make predictions about what they expect to hear or read based on prior knowledge and personal experience
- ❑ use knowledge of the sound-symbol system to aid reading comprehension
- ❑ infer probable meanings of unknown words or expressions from contextual clues
- ❑ prepare questions or a guide to note information found in a text
- ❑ use key content words or discourse features to follow an extended text
- ❑ reread several times to understand complex ideas
- ❑ summarize information gathered
- ❑ assess their own information needs before listening, viewing, or reading
- ❑ use skimming and scanning to locate key information in texts

Productive Language Use Strategies

Students will:

- ❑ mimic what the teacher says
- ❑ use non-verbal means to communicate
- ❑ copy what others say or write
- ❑ use words visible in the immediate environment
- ❑ use resources to increase vocabulary

- ❑ use familiar repetitive patterns from stories, songs, rhymes, or media
- ❑ use illustrations to provide detail when producing their own texts
- ❑ use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- ❑ use knowledge of sentence patterns to form new sentences
- ❑ be aware of and use the steps of the writing process: pre-writing (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- ❑ use a variety of resources to correct texts (e.g., personal and commercial dictionaries, checklists, grammars)
- ❑ take notes when reading or listening to assist in producing their own text
- ❑ revise and correct final version of text
- ❑ use circumlocution and definition to compensate for gaps in vocabulary
- ❑ apply grammar rules to improve accuracy at the correction stage
- ❑ compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive General Learning Strategies

Students will:

- ❑ classify objects and ideas according to their attributes (e.g., red objects and blue objects, or animals that eat meat and animals that eat plants)
- ❑ use models
- ❑ connect what they already know with what they are learning
- ❑ experiment with and concentrate on one thing at a time
- ❑ focus on and complete learning tasks
- ❑ write down key words and concepts in abbreviated form (verbal, graphic, or numerical) to assist with performance of a learning task)
- ❑ use mental images to remember new information
- ❑ distinguish between fact and opinion when using a variety of sources of information
- ❑ formulate key questions to guide research
- ❑ make inferences, and identify and justify the evidence on which their inferences are based
- ❑ use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- ❑ seek information through a network of sources, including libraries, the Internet, individuals, and agencies
- ❑ use previously acquired knowledge or skills to assist with a new learning task

Metacognitive General Learning Strategies

Students will:

- ❑ reflect on learning tasks with the guidance of the teacher
- ❑ choose from among learning options
- ❑ discover how their efforts can affect learning
- ❑ reflect upon their thinking processes and how they learn

- ❑ decide in advance to attend to the learning task
- ❑ divide an overall learning task into a number of subtasks
- ❑ make a plan in advance about how to approach a task
- ❑ identify their own needs and interests
- ❑ manage the physical environment in which they have to work
- ❑ keep a learning journal such as a diary or a log
- ❑ develop criteria for evaluating own work
- ❑ work with others to monitor own learning
- ❑ take responsibility for planning, monitoring, and evaluating learning experiences

Social/Affective General Learning Strategies

Students will:

- ❑ watch others' actions and copy them
- ❑ seek help from others
- ❑ follow own natural curiosity and intrinsic motivation to learn
- ❑ participate in co-operative group learning tasks
- ❑ choose learning activities that enhance understanding and enjoyment
- ❑ encourage themselves to try, even though they might make mistakes
- ❑ take part in group decision-making processes
- ❑ use support strategies to help peers persevere at learning tasks (e.g., offer encouragement, praise, ideas)
- ❑ take part in group problem-solving processes
- ❑ use self-talk to feel competent to do the task
- ❑ be willing to take risks, and try unfamiliar tasks and approaches
- ❑ monitor their level of anxiety about learning tasks and take measures to lower it if necessary (e.g., deep breathing, laughter)
- ❑ use social interaction skills to enhance group learning activities

Appendix D: Graphic Organizers

| | |
|--------------------------------------|------|
| How I Contribute to Group Work | D-2 |
| How I Can Help My Group | D-3 |
| Evaluating Your Actions | D-4 |
| Collecting My Thoughts | D-5 |
| How to Use KWL Charts | D-6 |
| KWL Chart | D-7 |
| How to Use a Brainstorming Web | D-8 |
| Brainstorming Web | D-9 |
| Idea Builder | D-10 |
| How to Use a Mind Map | D-11 |
| Mind Map | D-12 |
| How to Use Venn Diagrams | D-13 |
| Venn Diagram | D-14 |
| Five Senses Wheel | D-15 |
| Triple T-Chart | D-16 |
| Y-Chart | D-17 |
| Five Ws and Hl | D-18 |
| A Day in the Life | D-19 |
| How to Use PMI Charts | D-20 |
| PMI Chart | D-21 |
| What I Have, What I Need | D-22 |
| Making a Decision | D-23 |
| IDEA Decision Maker | D-24 |
| Consider the Alternatives | D-25 |
| Influences on Decision Making | D-26 |
| Goal-Setting Organizer 1 | D-27 |
| Goal-Setting Organizer 2 | D-28 |
| Goal-Setting Organizer 3 | D-29 |
| Goal-Setting Organizer 4 | D-30 |

Gruppenarbeit



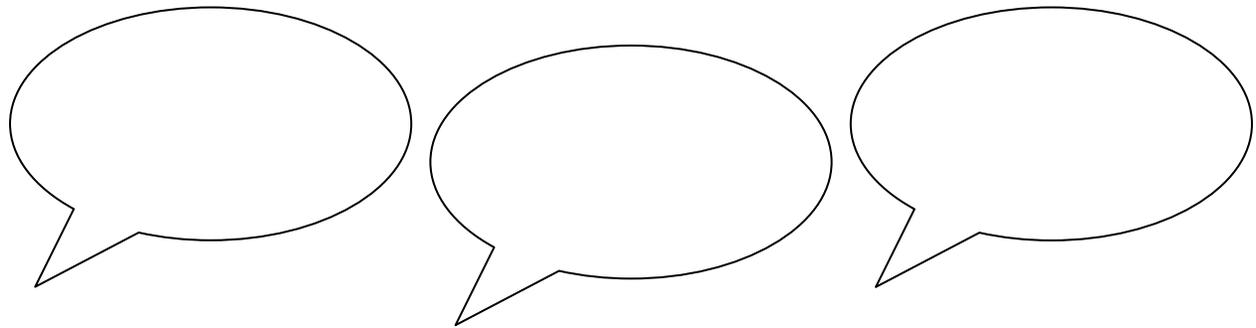
Meine Rolle in der Gruppe: _____

_____.

Was ich machen muss:

- _____
- _____
- _____

Ich sage dabei:



Was schwierig sein kann: _____.

Was Spaß macht: _____.

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.31.

Wie ich meiner Gruppe helfen kann



Name: _____

Datum: _____

Wenn wir Gruppenarbeit machen, und jemand:

☆ den Sprecher die ganze Zeit unterbricht, bin ich _____

Was kann ich dagegen machen? Ich kann _____

☆ streitet, bin ich _____

Was kann ich dagegen machen? Ich kann _____

☆ andere beleidigt, bin ich _____

Was kann ich dagegen machen? Ich kann _____

☆ sich die ganze Zeit beschwert, bin ich _____

Was kann ich dagegen machen? Ich kann _____

☆ nur Dummheiten macht, bin ich _____

Was kann ich dagegen machen? Ich kann _____

☆ immer alles vorsagt, bin ich _____

Was kann ich dagegen machen? Ich kann _____

☆ nicht auf andere hört _____

Was kann ich dagegen machen? Ich kann _____

☆ nicht beim Thema bleibt, bin ich _____

Was kann ich dagegen machen? Ich kann _____

☆ fast nichts sagt, bin ich _____

Was kann ich dagegen machen? Ich kann _____

Adapted from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

Wir denken nach



Name: _____

Datum: _____

Thema: _____

| Was habe ich (haben wir) gemacht? | Was haben wir erreicht? |
|--|-------------------------|
| | |
| Was könnten wir jetzt machen? | |
| Was habe ich gelernt? | |
| Wie kann ich das Gelernte in der Zukunft anwenden? | |

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

Meine Gedanken zum Thema



Name: _____ Datum: _____

Was ich über das Thema weiß: _____

Das sind einige Zeichnungen über _____

| | | |
|--|--|--|
| | | |
|--|--|--|

Das sind meine Fragen: _____

How to Use KWL Charts



Step 1

Think about what you already KNOW about your topic. List those facts in the first column.

For example, if your topic is “How I Talk to Others in a New Language,” you may come up with these ideas.

| What I know | What I want to find out | What I have learned |
|--|-------------------------|---------------------|
| <ul style="list-style-type: none">• Can use hand gestures and facial expressions to help the other person understand• Don't be afraid to make mistakes! | | |

Step 2

Think of the kinds of information you WANT to find out. List specific questions in the second column.

| What I know | What I want to find out | What I have learned |
|--|---|---------------------|
| <ul style="list-style-type: none">• Can use hand gestures and facial expressions to help the other person understand• Don't be afraid to make mistakes! | <ul style="list-style-type: none">• What to do if I don't know how to say a word• What to do if I don't understand what the other person is saying | |

Step 3

LEARN the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.



Microsoft Word allows you to create your own chart electronically using the options in the **Table** menu.

Die WWL Karte



Name: _____

Datum: _____

Schritt 1

Was ich weiß

Schritt 2

Was ich wissen möchte

Schritt 3

Was ich gelernt habe

How to Use a Brainstorming Web



Step 1

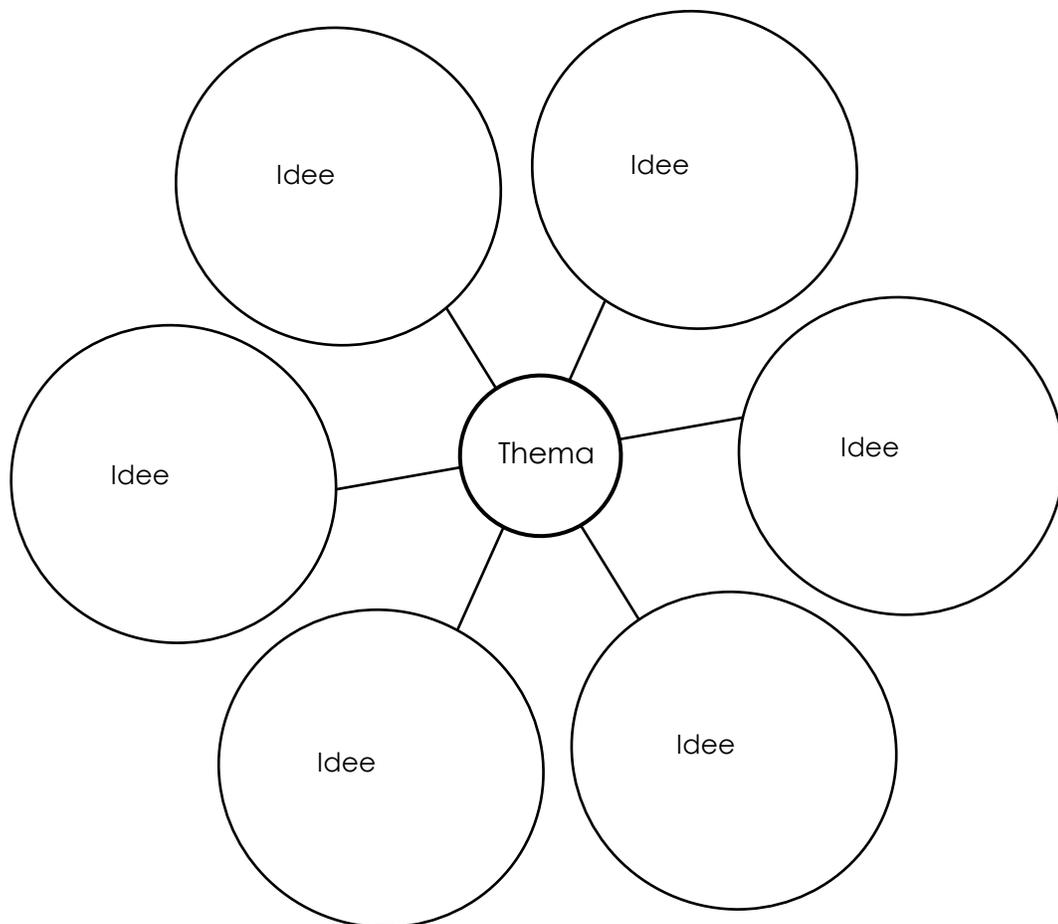
Identify your topic and use it as the title. Write it in the centre of your web.

Step 2

Identify categories of information and label each of the outer bubbles.

Step 3

Brainstorm and jot down ideas in each category.



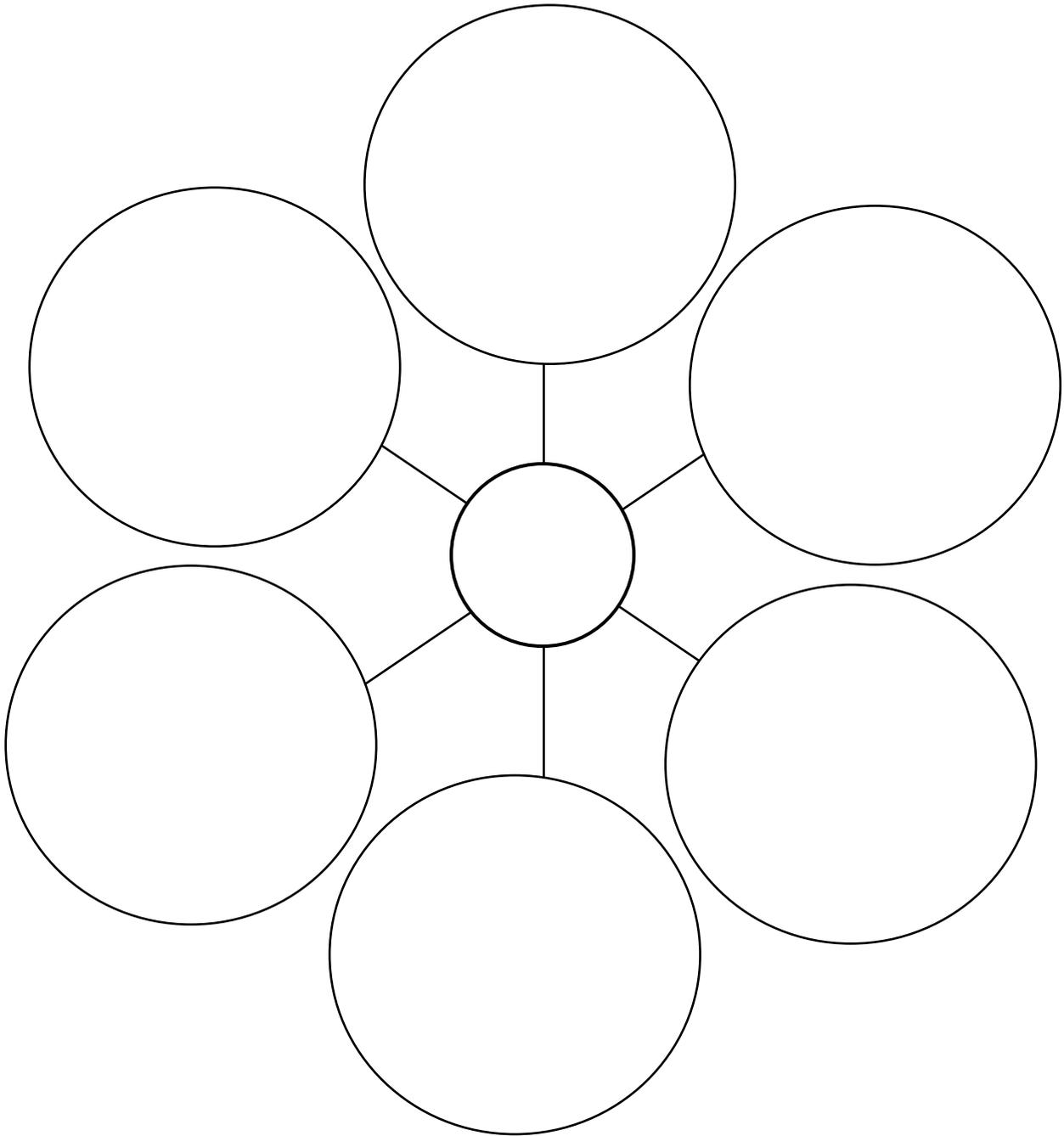
Newer versions of Microsoft Word have a web-building option listed under **Diagram** on the **Insert** menu that lets you create your own web electronically.

Ideensammlung



Name: _____

Datum: _____



Ich denke nach



1. Hauptidee

2. Zeichnung

3. Tatsachen

4. Beispielsatz

5. Beispiele

6. Andere Informationen

7. Definition

Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 178.

How to Use a Mind Map



Step 1

Identify a topic and use it as the title. Write the word or draw a picture in the centre of your mind map.

Step 2

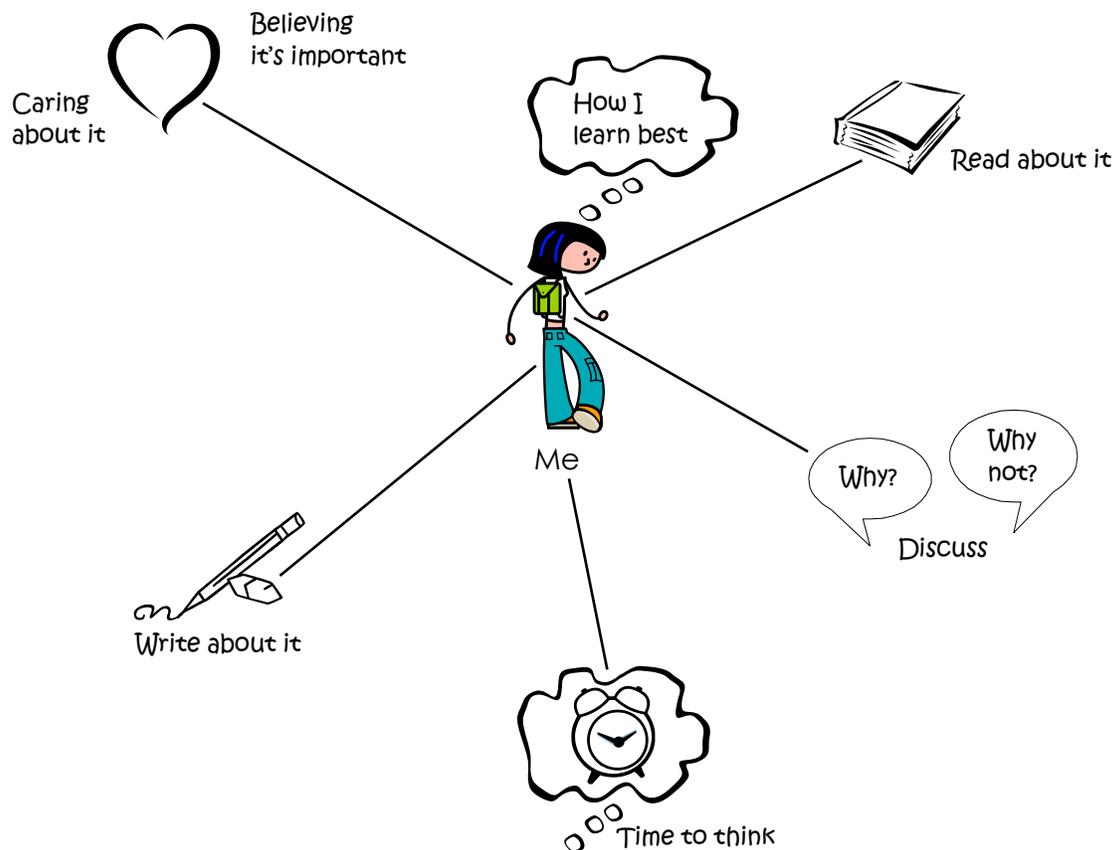
Identify categories of information, and label or draw a picture in each of the outer bubbles.

Step 3

Create subcategories of information to expand on your mind map.

Step 4

Use as many pictures, colours, imagery, and key words as you can to create your mind map.



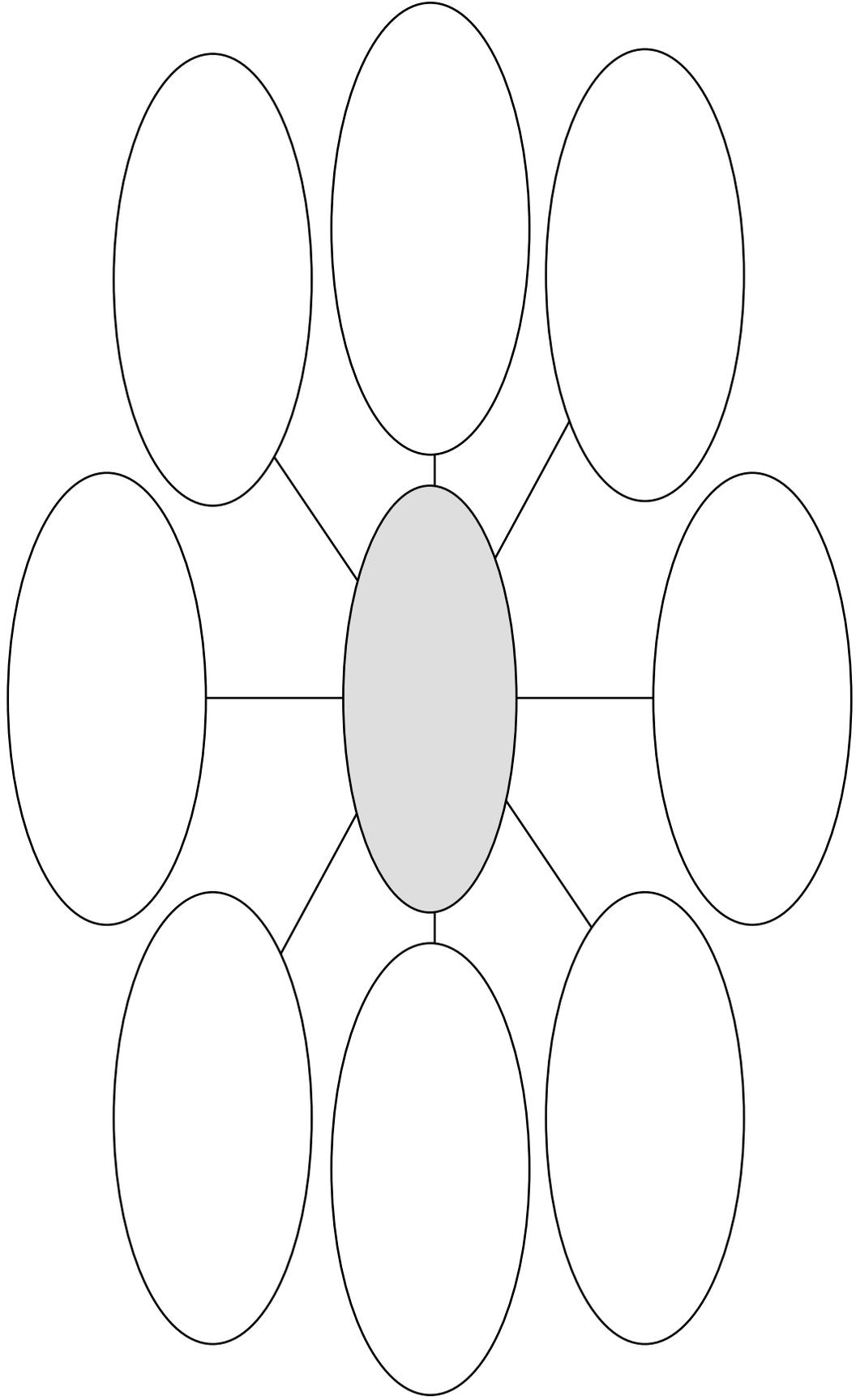
From Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. 93.



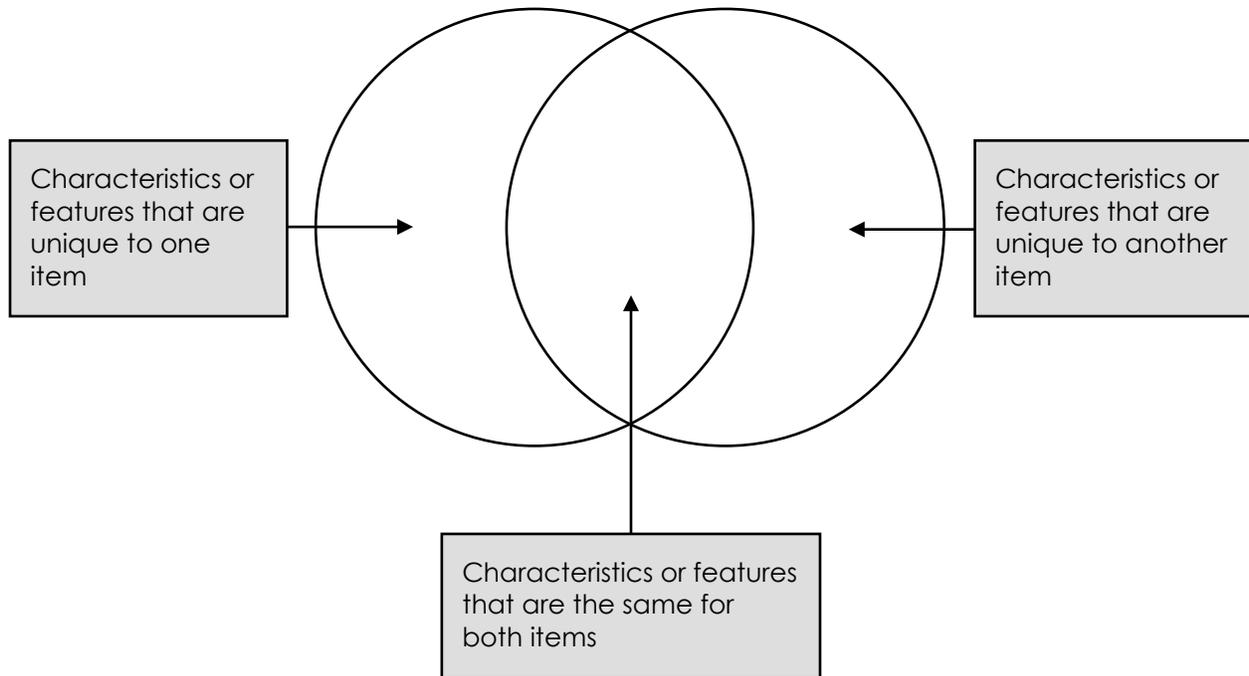
Ideensammlung

Name: _____

Datum: _____



How to Use Venn Diagrams



Step 1

Label each side of the diagram with the name of each item you are comparing.

Step 2

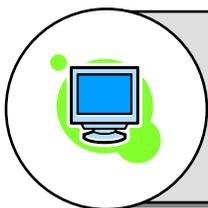
Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

Step 3

Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

Step 4

Think about all the features the items share and write your ideas in the middle of the diagram.



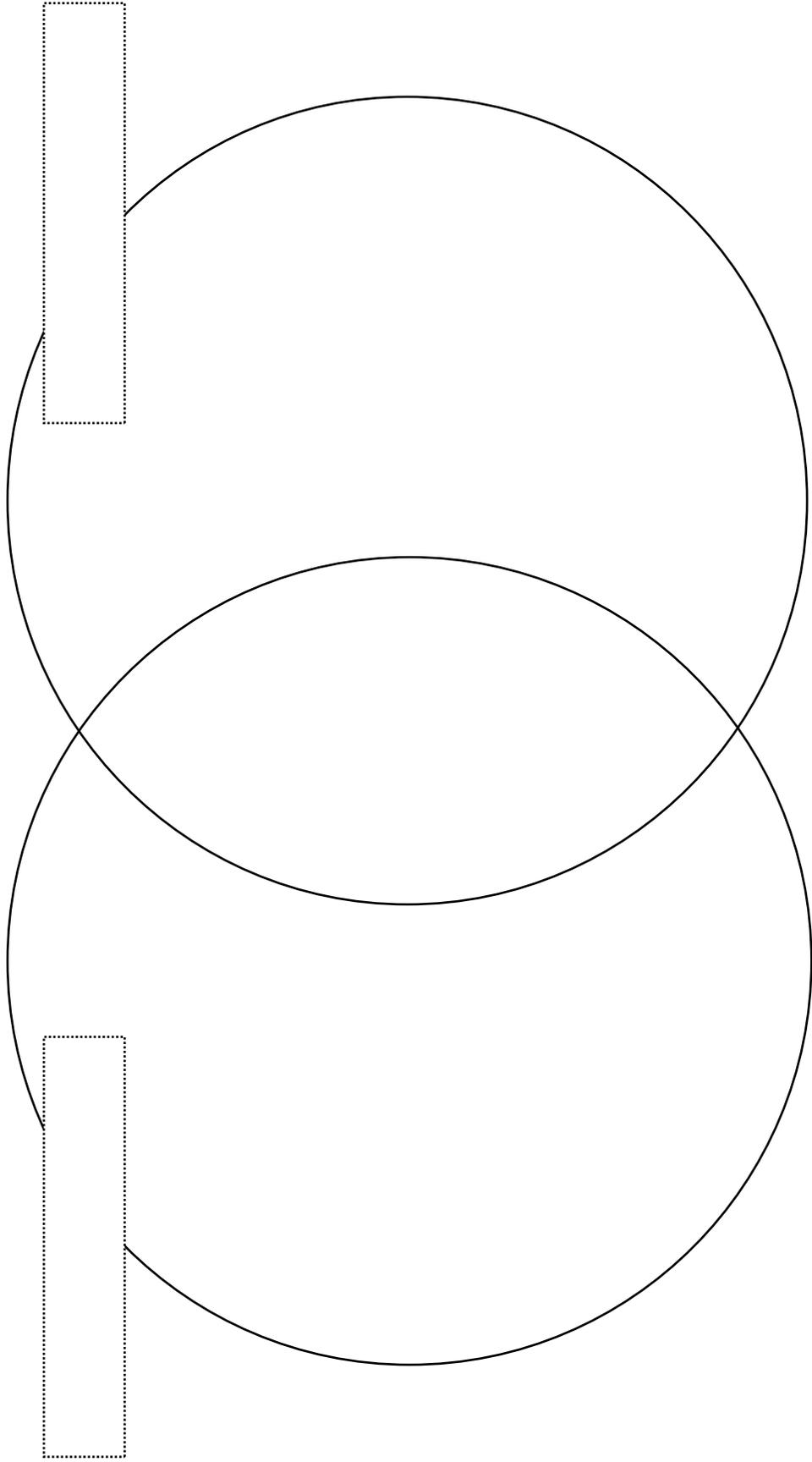
Newer versions of Microsoft Word have a Venn diagram option listed under **Diagram** on the **Insert** menu that lets you build your own Venn diagram electronically.



Venn Diagramm

Name: _____

Datum: _____

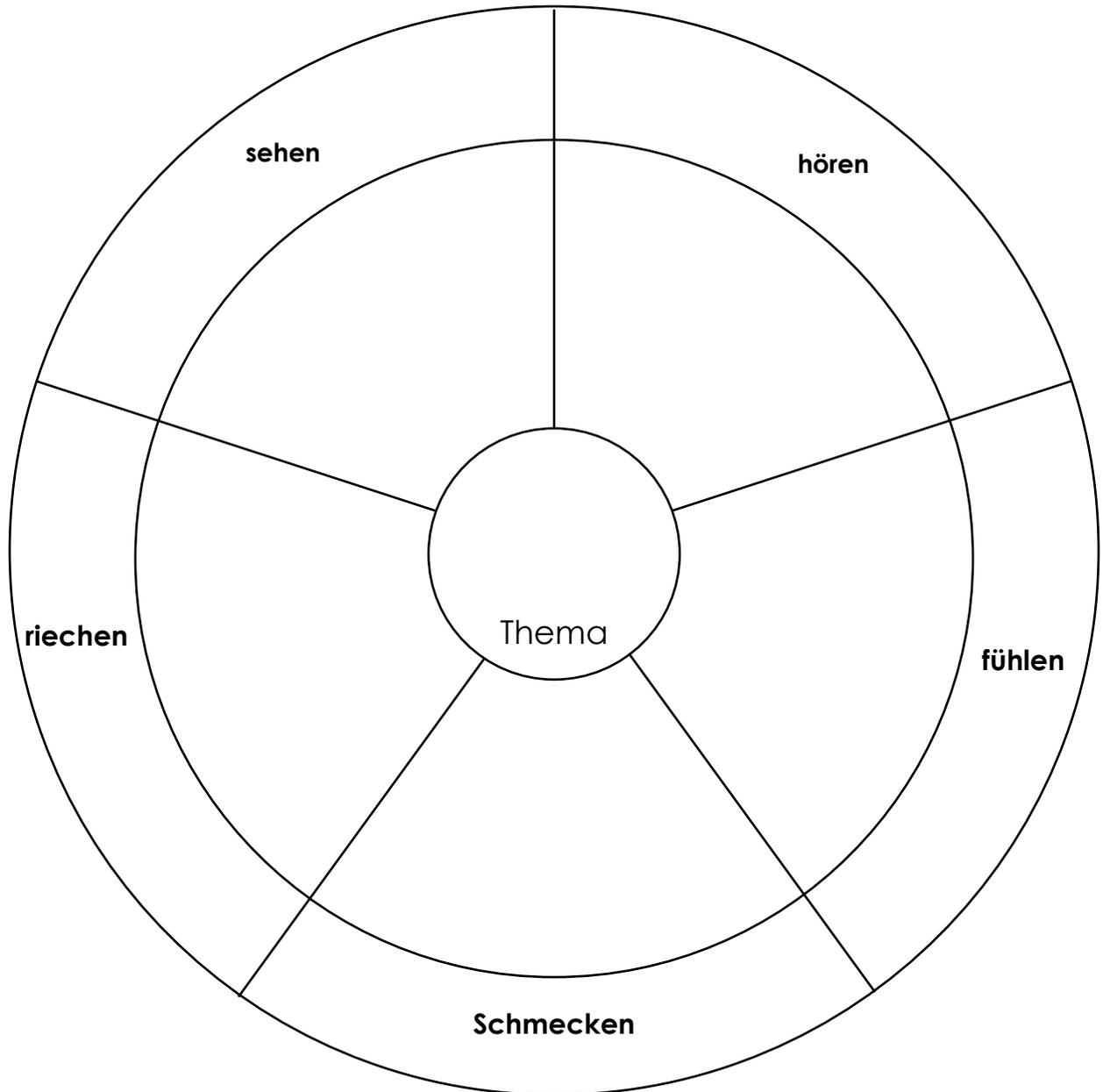


Der Kreis der fünf Sinne



Name: _____

Datum: _____



T-Tabelle



Name: _____ Datum: _____

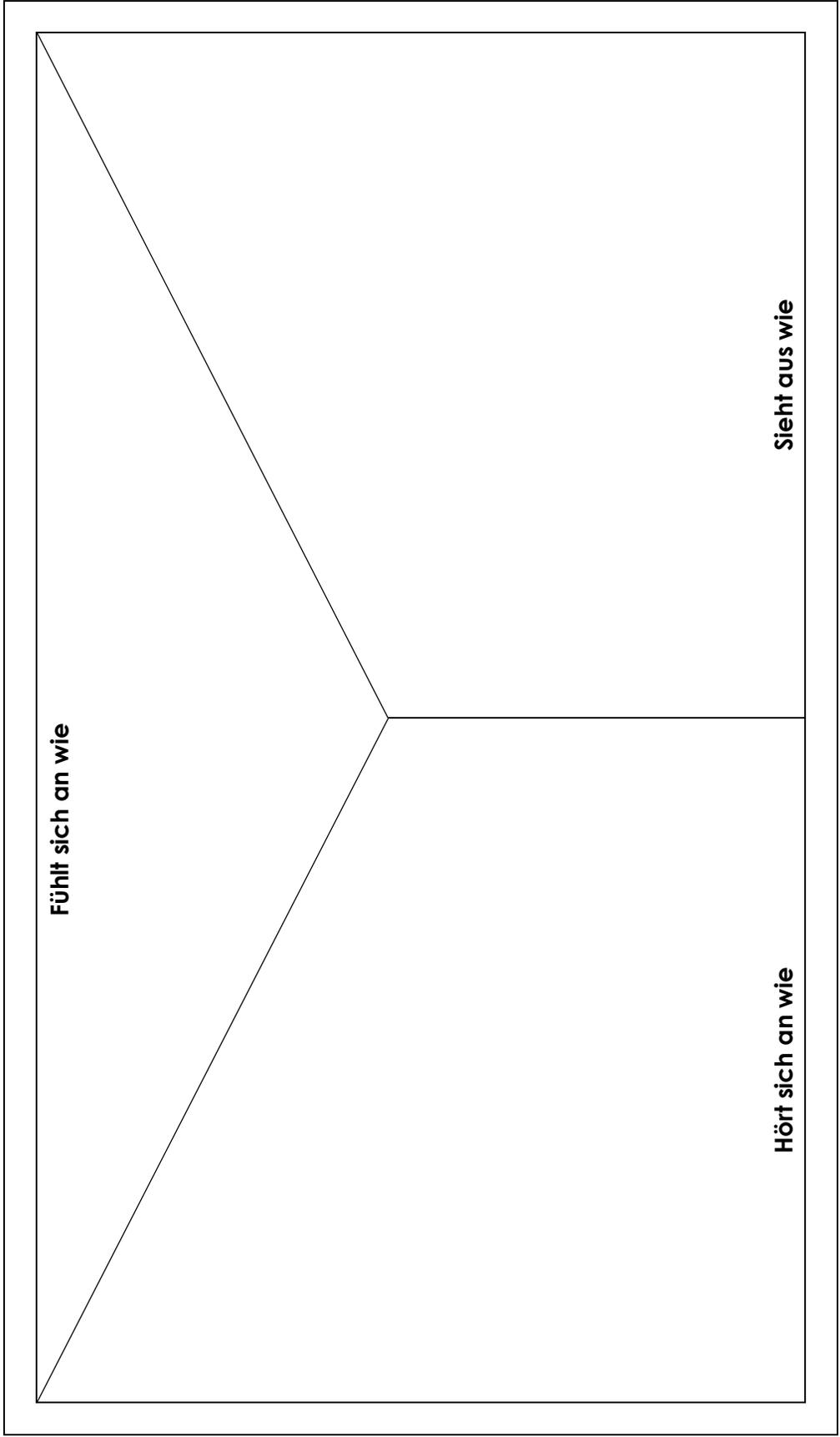
Thema: _____

Y-Tabelle



Name: _____

Datum: _____



W-6 Tabelle



Name: _____

Datum: _____

Schreibe Fragen über dein Thema.

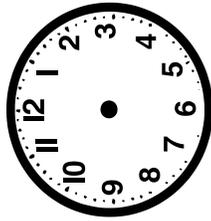
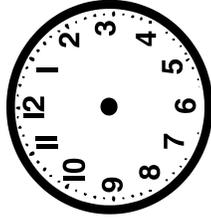
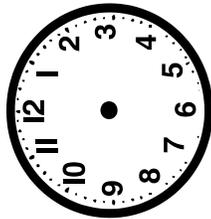
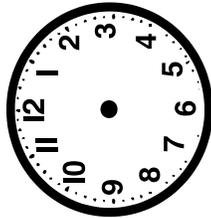
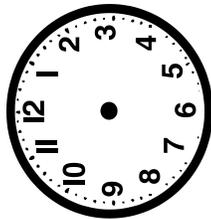
| | |
|--|--|
| Wer? Frage nach den beteiligten Personen. | |
| Was? Frage nach Sachen und Ereignissen. | |
| Wo? Frage nach Orten, Stellen und Plätzen. | |
| Wann? Frage nach Daten und Uhrzeiten. | |
| Warum? Frage nach dem Grund, der Ursache oder dem Zweck einer Sache. | |
| Wie? Frage nach der Art und Weise, wie etwas geschieht. | |
| Wenn...? Frage nach Folgen oder Konsequenzen. | |

Tagesablauf



Name: _____

Datum: _____



| | | | | |
|--|--|--|--|--|
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How to Use PMI Charts

P-M-I Karte (Plus–Minus–Interessant)



Step 1

Plus: Think about all the advantages and good reasons for making the choice.

Step 2

Minus: Think about all the disadvantages and the downside of making the choice.

Step 3

List any information that is neither positive nor negative as **I**nteresting.

Example: A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool

Using the Internet as a Research Tool

| Plus | Minus | Interesting Information |
|--|--|--|
| <ul style="list-style-type: none"> • There is a lot of information. • You can look at a number of different sources in a short period of time. • You can do your research in the comfort of your home or classroom. | <ul style="list-style-type: none"> • If you do not know how to search well, it can take a long time to find what you need. • There is no guarantee that the information you find is accurate or of good quality. • The reading level of factual and historical information may be high. | <ul style="list-style-type: none"> • Many teenagers know more about using the Internet than some adults. • Anybody can post information on the Internet. There are no rules to follow, no licenses, etc. |



Microsoft Word allows you to create your own chart electronically using the options in the **Table** menu.

P-M-I Karte



Name: _____ Datum: _____

Meine Frage: _____

| Plus | Minus | Interessante Informationen |
|------|-------|----------------------------|
| | | |

Ich treffe eine Entscheidung



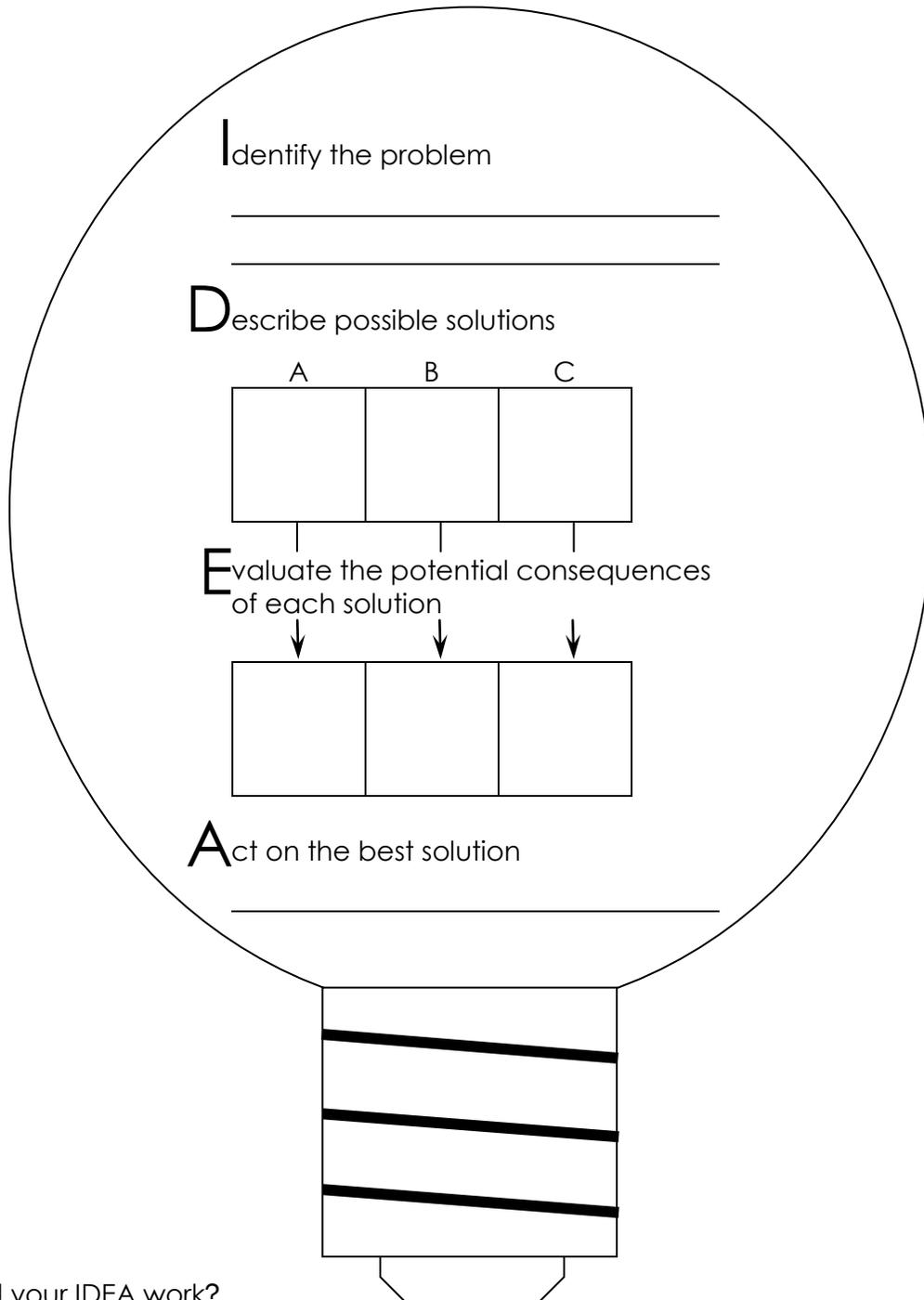
Das Problem: _____

Die Wahlmöglichkeit: _____

| | Pro + | Contra - |
|------------------------------------|---|---|
| Fakten: | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Gefühle: | <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> |
| Neue Ideen: | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Meine Entscheidung: | <hr/> <hr/> <hr/> | |
| Begründung für meine Entscheidung: | <hr/> <hr/> <hr/> | |

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

IDEA Decision Maker



How did your IDEA work?
(Evaluate your results.)

Welche Möglichkeiten gibt es?



Das Problem: (eine Entscheidung treffen oder einen Konflikt lösen) _____

1 Option: _____

➔

Mögliche Folgen: _____

2 Option: _____

➔

Mögliche Folgen: _____

3 Option: _____

➔

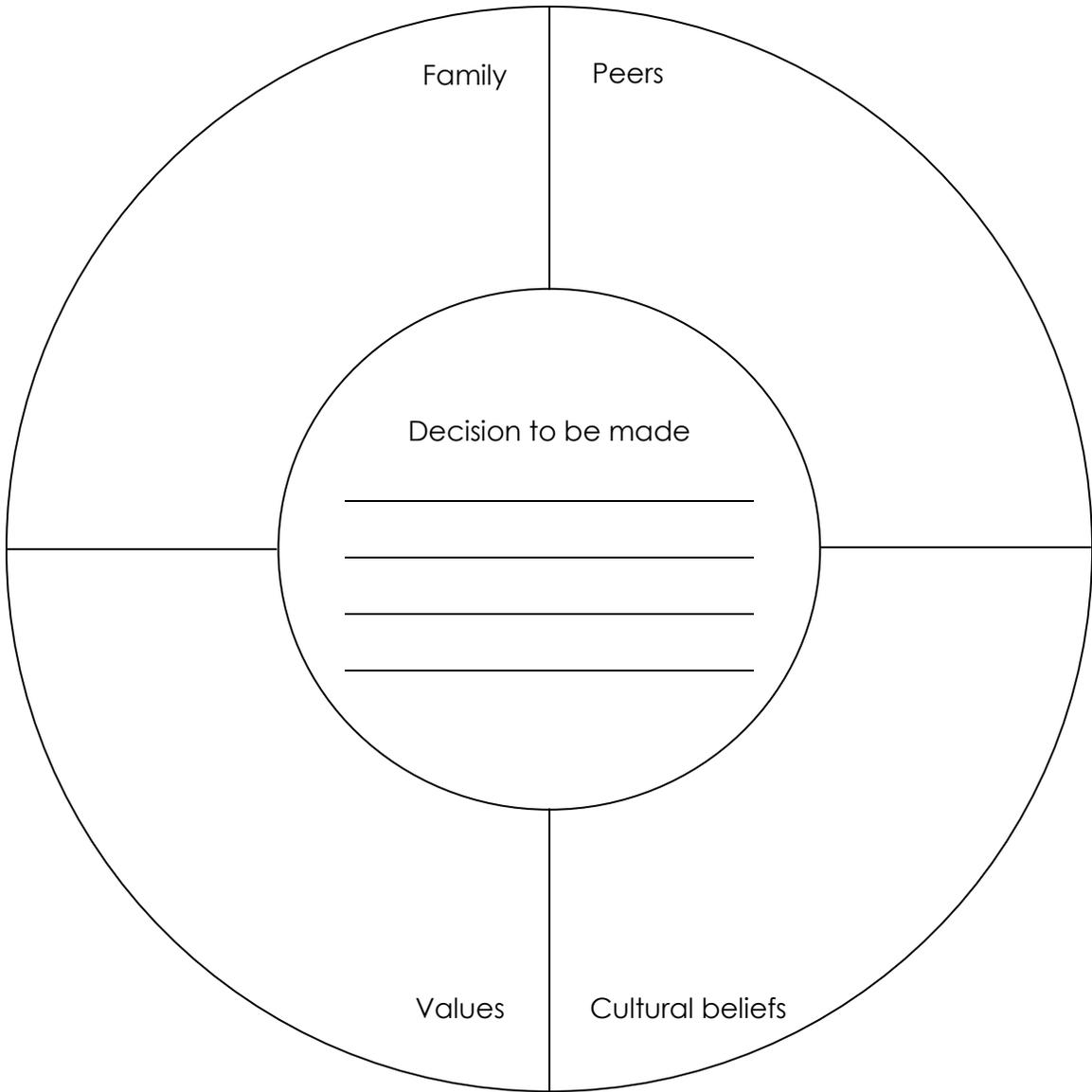
Mögliche Folgen: _____

4 Option: _____

➔

Mögliche Folgen: _____

Influences on Decision Making



Questions you need to ask to help you make this decision

Zielsetzung Karte 1



Name: _____ Datum: _____

Mein Ziel _____

Das ist mein Ziel, weil _____

Um mein Ziel zu erreichen, werde ich:

1. _____

2. _____

3. _____

Ich brauche _____Tage, um mein Ziel zu erreichen.

Habe ich mein Ziel erreicht?

- Ja
- Fast
- Nein

Zielsetzung Karte 2



Datum: _____

Name: _____



| | |
|----------------------|---|
| Ziel | Mein Ziel ist es, ... |
| Begründung | Ich setze mir dieses Ziel, weil ... |
| Mein Plan | Um mein Ziel zu erreichen, werde ich ... |
| Kontrollieren | Wie kann ich feststellen, ob ich erfolgreich gewesen bin? |
| Nachdenken | Was hätte ich auch machen können? |

Zielsetzung Karte 3



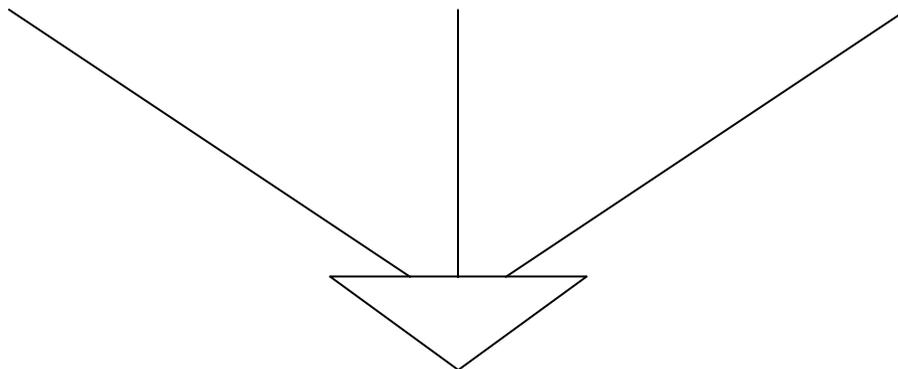
Name: _____ Datum: _____

Zielsetzung: Klein anfangen

Mein „großes“ Ziel _____
möchte ich am _____ (Datum) erreichen.

Schritte, die mir helfen werden, mein „großes“ Ziel zu erreichen:

| Mini-Ziel A | Mini-Ziel B | Mini-Ziel C |
|-------------|-------------|-------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| Ich werde: | Ich werde: | Ich werde: |
| • _____ | • _____ | • _____ |
| • _____ | • _____ | • _____ |
| • _____ | • _____ | • _____ |
| Datum _____ | Datum _____ | Datum _____ |



Ich werde wissen, dass ich mein "großes" Ziel erreicht habe, wenn _____

Zielsetzung Karte 4



Name: _____

Datum: _____

Was kann deine Zielsetzung beeinflussen?

Ziel

Appendix E: Assessment Blackline Masters

| | |
|--|------|
| Self-Assessment Checklist | E-2 |
| Self-Assessment Rating Scale | E-4 |
| Peer-Assessment Checklist | E-6 |
| Self-Assessment Checklist and Goal-Setting | E-8 |
| Long-Term Goal-Setting | E-10 |
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| Rating Scale 1 | E-20 |
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| Rubric and Checklist | E-28 |

Self-Assessment Checklist

Name: Udo

Klasse: 4

Datum: der 2.März

| Ich kann ... | Ja! | Noch nicht |
|---|-----|------------|
| talk about how German words and English words are sometimes similar | ✓ | |
| tell when someone has not understood what I have said | ✓ | |
| use gestures to help myself made understood | ✓ | |
| ask for help when I am stuck | ✓ | |
| make mistakes in German and not get discouraged | | ✓ |
| check my work to fix mistakes | | ✓ |
| | | |
| | | |

Note: This sample self-assessment checklist allows students to indicate their ability to perform various criteria.

Self-Assessment Checklist

Name:

Klasse:

Datum:

| Ich kann ... | Ja! | Noch nicht |
|--------------|-----|------------|
| | | |
| | | |
| | | |
| | | |
| | | |
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| | | |
| | | |

Self-Assessment Rating Scale

Name: Sophia

Klasse: 5

Datum: der 3. März

| Ich kann | Nie | Manchmal | Meistens | Immer |
|----------------------------------|-----|----------|----------|-------|
| • talk about a story | ● | ● | ● | ● |
| • describe the characters | ● | ● | ● | ● |
| • talk about the problem | ● | ● | ● | ● |
| • talk the about the ending | ● | ● | ● | ● |
| • draw a picture about the story | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |

Note: This self-assessment rating scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal-setting.

Self-Assessment Rating Scale

Name:

Klasse:

Datum:

| Ich kann | Nie | Manchmal | Meistens | Immer |
|------------------|---------|----------|----------|---------|
| • _____ _____ | • _____ | • _____ | • _____ | • _____ |
| • _____ _____ | • _____ | • _____ | • _____ | • _____ |
| • _____ _____ | • _____ | • _____ | • _____ | • _____ |
| • _____ _____ | • _____ | • _____ | • _____ | • _____ |
| • _____ _____ | • _____ | • _____ | • _____ | • _____ |
| • _____ _____ | • _____ | • _____ | • _____ | • _____ |
| • _____ _____ | • _____ | • _____ | • _____ | • _____ |
| • _____ _____ | • _____ | • _____ | • _____ | • _____ |
| • _____ _____ | • _____ | • _____ | • _____ | • _____ |
| • _____ _____ | • _____ | • _____ | • _____ | • _____ |

Peer-Assessment Checklist

| | | | | | |
|---------------------------------|---------|-----------------|---------------------|---------------|----------------|
| Name: | Nicole | Klasse: | 6 | Datum: | der 3. März |
| Mein Partner / Partnerin | Janelle | Aufgabe: | Gedicht "Mein Name" | | |

| Mein Partner/Meine Partnerin kann ... | Ja! | Noch nicht |
|---|-----|------------|
| write a descriptive word in German for each letter in her name | ✓ | |
| write descriptive words that are positive and describe her well | ✓ | |
| use a dictionary or vocabulary list to find words to use | ✓ | |
| use a dictionary to check the spelling of the words | | ✓ |
| draw pictures that match the descriptive words she used | ✓ | |

Gute Arbeit: You picked really good German words to describe yourself—some of them were from our new vocabulary list.

Was besser sein könnte: Check your spelling using a dictionary or our vocabulary lists. We wrote lots of these words down in our learning logs so they might be there.

Note: This peer-assessment checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

Peer-Assessment Checklist

| | | |
|---|-----------------|---------------|
| Name: | Klasse: | Datum: |
| Mein Partner/ Meine Partnerin: | Aufgabe: | |

| Mein Partner kann/Meine Partnerin kann ... | Ja! | Noch nicht |
|--|-----|------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Gute Arbeit: _____

Was besser sein könnte: _____

Self-Assessment Checklist and Goal-Setting

Name: Julia

Klasse: 4

Datum: der 1. Oktober

| Ich kann... | Ja! | Noch nicht | Was ich machen werde ... |
|-----------------------------------|-----|------------|--|
| say hello and goodbye | ✓ | | Say hello and goodbye in German to at least three people each day. |
| listen to other people's opinions | ✓ | | Write down in my learning log the opinion of one person from my group. |
| tell others my opinion | | ✓ | Learn words to help me express my opinion. |
| get along with group members | ✓ | | Make sure that everyone has a chance to speak next time we work in groups. |
| | | | |
| | | | |
| | | | |
| | | | |

Note: Self-Assessment Checklist and Goal-Setting allows students to assess their abilities and set goals to improve.

Self-Assessment Checklist and Goal-Setting

Name:

Klasse:

Datum:

| Ich kann ... | Ja! | Noch nicht | Was ich machen werde ... |
|--------------|-----|------------|--------------------------|
| | | | |
| | | | |
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Long-Term Goal-Setting

Name: Robert

Klasse: 4

Datum: der 1.
Oktober

Goal #1:

By the end of this term, I would like to: know what to say to ask for directions in German.

To achieve this goal, I will: look up the words I need to know and write a role-play to perform with a friend.

My teacher can help me: with my pronunciation and make sure I am saying things properly.

My parents can help me by: practising my role-play with me at home.

Goal #2:

By the end of this term, I would like to: learn more about what life was like in Germany in the Middle Ages.

To achieve this goal, I will: research on the Internet and find books in the library.

My teacher can help me by: finding a helpful book in the library and finding good websites on the Internet.

My parents can help me by: helping me understand the books I'm reading.

Note: This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

Long-Term Goal-Setting

Name: _____

Klasse: _____

Datum: _____

Goal #1:

By the end of this term, I would like to: _____

To achieve this goal, I will: _____

My teacher can help me: _____

My parents can help me: _____

Goal #2:

By the end of this term, I would like to: _____

To achieve this goal, I will: _____

My teacher can help me: _____

My parents can help me: _____

Anecdotal Notes

| Student Name | Date | Activity | Outcome | Yes | Not Yet | Comments |
|--------------|---------|--|---|-----|---------|--|
| Michel | Jan. 8 | Students listen to short text and record main points | 6.2 Language Competence/Listening—listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations (Grade 4) | | ✓ | Seemed to understand the text in general but missed one main point. |
| Josh | Jan. 8 | Students listen to short text and record main points | 6. Language Competence/Listening—listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations (Grade 4) | | ✓ | Made some errors, followed some commands correctly; will do more review of vocabulary. |
| Ali | Jan. 15 | Co-operative group language | 5.2 Encourage, Support, and Work with Others/Co-operate with Others—appreciate that everyone in a group has to work together to achieve group tasks and act accordingly (Grade 4) | ✓ | | Consistently and accurately used turn-taking vocabulary. |
| Janna | Jan. 15 | Small group discussion | 5.2 Encourage, Support, and Work with Others/Co-operate with Others—appreciate that everyone in a group has to work together to achieve group tasks and act accordingly (Grade 4) | | ✓ | Sometimes acted out of turn and spoke when others were talking. |
| Marika | Jan. 17 | Small group discussion | 5.2 Encourage, Support, and Work with Others/Co-operate with Others—appreciate that everyone in a group has to work together to achieve group tasks and act accordingly (Grade 4) | | ✓ | Unproductive and acted out of turn today. Will discuss with her after class. Check again next class. |
| Marika | Jan. 25 | Small group discussion | 6.1 Linguistic Elements/Vocabulary—experiment with and use vocabulary and expressions in a variety of classroom, school, and community contexts (Grade 4) | ✓ | | Used some excellent expressions while presenting a role-play. |
| Michel | Jan. 25 | Sharing circle | 6.1 Linguistic Elements/Vocabulary—experiment with and use vocabulary and expressions in a variety of classroom, school, and community contexts (Grade 4) | ✓ | | Improved spontaneous use of appropriate vocabulary. |

Note: These anecdotal notes allow teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

Anecdotal Notes

| Student Name | Date | Activity | Outcome | Yes | Not Yet | Comments |
|--------------|------|----------|---------|-----|---------|----------|
| | | | | | | |
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Observation Checklist

| Student | Date | Activity | Outcome | Student demonstrates that he or she has met the outcome. |
|---------|----------|--------------------------|--|--|
| Leesa | Sept. 23 | Singing German songs | 7.1 Self-Identify/Valuing German language and the cultures of German-speaking peoples (Grade 4) | <input type="radio"/> Yes <input type="radio"/> Not Yet |
| Marc | Sept. 23 | Singing German songs | 7.1 Self-Identify/Valuing German language and the cultures of German-speaking peoples (Grade 4) | <input type="radio"/> Yes <input type="radio"/> Not Yet |
| Andreas | Sept. 23 | Singing German songs | 7.1 Self-Identify/Valuing German language and the cultures of German-speaking peoples (Grade 4) | <input type="radio"/> Yes <input type="radio"/> Not Yet |
| Su Mei | Oct. 1 | Word study | 6.1 Linguistic Elements/Sound-Symbol System—consistently use, in structured situations, all elements of the sound-symbol system (Grade 4) | <input type="radio"/> Yes <input type="radio"/> Not Yet |
| Jack | Oct. 1 | Word study | 6.1 Linguistic Elements/Sound-Symbol System—consistently use, in structured situations, all elements of the sound-symbol system (Grade 4) | <input type="radio"/> Yes <input type="radio"/> Not Yet |
| Ali | Oct. 10 | Secret word game | 6.1 Linguistic Elements/Sound-Symbol System—consistently use, in structured situations, all elements of the sound-symbol system (Grade 4) | <input type="radio"/> Yes <input type="radio"/> Not Yet |
| Maya | Oct. 10 | Secret word game | 6.1 Linguistic Elements/Sound-Symbol System—consistently use, in structured situations, all elements of the sound-symbol system (Grade 4) | <input type="radio"/> Yes <input type="radio"/> Not Yet |
| Philip | Oct. 10 | Secret word game | 6.1 Linguistic Elements/Sound-Symbol System—consistently use, in structured situations, all elements of the sound-symbol system (Grade 4) | <input type="radio"/> Yes <input type="radio"/> Not yet |
| Simone | Oct. 25 | Deduce word pattern rule | 6.4 Language Learning Strategies/Cognitive—identify and use a variety of cognitive strategies to enhance language learning (e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task) (Grade 4) | <input type="radio"/> Yes <input type="radio"/> Not yet |
| Nour | Oct. 27 | Deduce word pattern rule | 6.4 Language Learning Strategies/Cognitive—identify and use a variety of cognitive strategies to enhance language learning, (e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task) (Grade 4) | <input type="radio"/> Yes <input type="radio"/> Not yet |

Note: In cases where the student does not demonstrate a particular criterion, the teacher should plan an appropriate intervention.

Observation Checklist

| Student | Date | Activity | Outcome | Student demonstrates that he or she has met the outcome. |
|---------|------|----------|---------|--|
| | | | | Yes Not Yet |
| | | | | Yes Not Yet |
| | | | | Yes Not Yet |
| | | | | Yes Not Yet |
| | | | | Yes Not Yet |
| | | | | Yes Not Yet |
| | | | | Yes Not Yet |
| | | | | Yes Not Yet |
| | | | | Yes Not Yet |
| | | | | Yes Not Yet |

Checklist and Comments 1

| | | |
|-----------------|--------------------|-------------------------------------|
| Grade: 4 | Date: May 3 | Activity: Individual Q and A |
|-----------------|--------------------|-------------------------------------|

Specific Outcome: 6.5 Language Use Strategies/interactive—identify and use a variety of interactive strategies (e.g., use the other speaker's words in subsequent conversation)

| Student Names: | Has met the outcome: | |
|-------------------|-------------------------------------|-------------------------------------|
| | Yes | Not Yet |
| • <u>Jan</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • <u>Al</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • <u>Freddie</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • <u>Kevin</u> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • <u>Marissa</u> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • <u>Su Mei</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • <u>Ab</u> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • <u>Elise</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • <u>Nour</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • <u>Benjamin</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • <u>Lydia</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • <u>Franco</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Notes for future planning: Do a role-play activity in which we talk about productive strategies students can use when speaking German (e.g., use non-verbal means to communicate; use familiar repetitive patterns from stories, songs, and rhymes; compensate for avoiding difficult structures by rephrasing). Students then record the ideas in their learning logs and set goals for using them.

Note: This checklist and comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also plan for future instruction.

Checklist and Comments 1

| | | |
|---------------|--------------|------------------|
| Grade: | Date: | Activity: |
|---------------|--------------|------------------|

Specific Outcome: _____

| Student Names: | Has met the outcome: | |
|----------------|--------------------------|--------------------------|
| | Yes | Not Yet |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Notes for future planning: _____

Checklist and Comments 2

| | | |
|-----------------|------------------------|--|
| Grade: 4 | Date: October 5 | Activity: Interview a classmate about interests and hobbies |
|-----------------|------------------------|--|

Specific Outcome(s): 6.3 Sociocultural/Sociolinguistic Elements/Register— experiment with formal and informal uses of language in familiar contexts

| | | |
|---|-------------------------------------|-------------------------------------|
| Lance _____ can: (Student name) | Yes | Not Yet |
| • ask classmate appropriate questions | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • respond to classmate's answers | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • pronounce words comprehensibly | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • use intonation to express inquiry | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • use appropriate vocabulary related to hobbies and interests | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Done well: Seems to have a good understanding of the vocabulary.

Could improve: Seems not to understand intonation and how it can affect meaning.

Note: This checklist and comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance part of the way through a task, such as a telephone conversation.

Checklist and Comments 2

| | | |
|---------------|--------------|------------------|
| Grade: | Date: | Activity: |
|---------------|--------------|------------------|

Specific Outcome(s): _____

| | | |
|------------------------------|------------------------------|----------------------------------|
| _____ can: (Student name) | | |
| • _____ | Yes <input type="checkbox"/> | Not Yet <input type="checkbox"/> |
| • _____ | Yes <input type="checkbox"/> | Not Yet <input type="checkbox"/> |
| • _____ | Yes <input type="checkbox"/> | Not Yet <input type="checkbox"/> |
| • _____ | Yes <input type="checkbox"/> | Not Yet <input type="checkbox"/> |
| • _____ | Yes <input type="checkbox"/> | Not Yet <input type="checkbox"/> |
| • _____ | Yes <input type="checkbox"/> | Not Yet <input type="checkbox"/> |
| • _____ | Yes <input type="checkbox"/> | Not Yet <input type="checkbox"/> |
| • _____ | Yes <input type="checkbox"/> | Not Yet <input type="checkbox"/> |
| • _____ | Yes <input type="checkbox"/> | Not Yet <input type="checkbox"/> |
| • _____ | Yes <input type="checkbox"/> | Not Yet <input type="checkbox"/> |
| • _____ | Yes <input type="checkbox"/> | Not Yet <input type="checkbox"/> |
| Done well: _____ | | |
| _____ | | |
| _____ | | |
| Could improve: _____ | | |
| _____ | | |
| _____ | | |

Rating Scale 1

| | | |
|-----------------|-----------------------|---|
| Grade: 4 | Date: March 10 | Activity: Group classroom scavenger hunt |
|-----------------|-----------------------|---|

Specific Outcome: 5.2 Encourage, Support, and Work with Others/Co-operate with Others—appreciate that everyone in a group has to work together to achieve group tasks and act accordingly

| Student Names: | Student meets the outcome: | | | |
|------------------|----------------------------|-----------|---------|--------|
| | Never | Sometimes | Usually | Always |
| • <u>Jeremy</u> | ● | ● | ● | ● |
| • <u>David</u> | ● | ● | ● | ● |
| • <u>Raj</u> | ● | ● | ● | ● |
| • <u>Sunita</u> | ● | ● | ● | ● |
| • <u>Alicia</u> | ● | ● | ● | ● |
| • <u>Kendra</u> | ● | ● | ● | ● |
| • <u>Taylor</u> | ● | ● | ● | ● |
| • <u>Billy</u> | ● | ● | ● | ● |
| • <u>Dimitri</u> | ● | ● | ● | ● |
| • <u>Kim</u> | ● | ● | ● | ● |
| • <u>Tran</u> | ● | ● | ● | ● |
| • <u>Frida</u> | ● | ● | ● | ● |
| • <u>Tim</u> | ● | ● | ● | ● |
| • <u>Tania</u> | ● | ● | ● | ● |
| • <u>George</u> | ● | ● | ● | ● |
| • <u>Lilly</u> | ● | ● | ● | ● |
| • <u>Hannah</u> | ● | ● | ● | ● |
| • <u>Wes</u> | ● | ● | ● | ● |

Note: This sample rating scale demonstrates how a teacher can record the levels of performance for several students, based on a particular outcome.

Rating Scale 2

| | | |
|-----------------|--------------------------|---|
| Grade: 4 | Date: November 12 | Activity: Unit: German Fairy Tales |
|-----------------|--------------------------|---|

Specific Outcome(s): 1.1 Discover and Explore/Experiment with Language; 3.2 Select and Process/Identify Personal and Peer Knowledge; 6.1 Linguistic Elements/Vocabulary; 6.2 Language Competence/Writing; 6.5 Language Use Strategies/Productive

Student Name: Tania

| Criteria: | Never | Sometimes | Usually | Always |
|---|-------|-----------|---------|--------|
| • was able to share basic information about a story read as a group | ● | ○ | ● | ● |
| • identified the characters in the story correctly | ● | ● | ○ | ● |
| • used descriptive words to describe the character | ● | ○ | ● | ● |
| • wrote words and phrases clearly and correctly | ● | ○ | ● | ● |
| • used illustrations to provide relevant details about the story | ● | ● | ○ | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |

Note: This sample rating scale demonstrates how a teacher could record information about the quality of a student's performance as it relates to learning outcomes.

Rating Scale 2

| | | |
|--------|-------|-----------|
| Grade: | Date: | Activity: |
|--------|-------|-----------|

Specific Outcome(s): _____

| | | | | |
|---------------------|-------|-----------|---------|--------|
| Student Name: _____ | | | | |
| Criteria: | Never | Sometimes | Usually | Always |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |

Rating Scale 3

| | | |
|-----------------|-----------------------|--|
| Grade: 4 | Date: March 10 | Activity: Reading out some familiar words |
|-----------------|-----------------------|--|

Specific Outcome(s): 6.1 Linguistic Elements/Sound-Symbol System—consistently use, in structured situations, all elements of the sound-symbol system

Levels of performance and corresponding criteria:

- ★★★★ Demonstrated **excellent** pronunciation on all words—**no** errors
- ★★★ Demonstrated **good** pronunciation on almost all words—a **few** errors
- ★★ Demonstrated **acceptable** pronunciation on most words—**several** errors but still comprehensible
- ★ Demonstrated **lots** of errors—**mostly** incomprehensible

| Name of Student: | | Name of Student: | |
|------------------|------|------------------|------|
| Saresh | ★★★★ | | ★★★★ |
| Derek | ★★★★ | | ★★★★ |
| Crystal | ★★★★ | | ★★★★ |
| Dakota | ★★★★ | | ★★★★ |
| Ellen | ★★★★ | | ★★★★ |
| Troy | ★★★ | | ★★★★ |
| Jonathan | ★★★★ | | ★★★★ |
| Sam | ★★★ | | ★★★★ |
| Jim | ★★★ | | ★★★★ |
| Sal | ★★★★ | | ★★★★ |
| Rebecca | ★★★★ | | ★★★★ |
| Steven | ★★★★ | | ★★★★ |
| Janice | ★★★ | | ★★★★ |
| Tran | ★★★★ | | ★★★★ |
| Polly | ★★★★ | | ★★★★ |

Note This rating scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.

Rubric (Grade 4)

| | | |
|---------------------|-------------------------|--|
| Name: Jeanne | Date: October 17 | Activity: Conversation—Making plans with a friend |
|---------------------|-------------------------|--|

| Outcome | Excellent | Very Good | Acceptable | Limited |
|--|--|--|---|--|
| 6.3 Sociocultural/ Sociolinguistic Elements – idiomatic expressions | Consistently understands and uses a variety of simple idiomatic expressions as set phrases. | Frequently understands and uses a variety of simple idiomatic expressions as set phrases. | Sometimes understands and uses a variety of simple idiomatic expressions as set phrases. | Rarely understands and uses a variety of simple idiomatic expressions as set phrases. |
| 6.3 Sociocultural/ Sociolinguistic Elements – variations in language | Consistently accepts individual differences in speech. | Frequently accepts individual differences in speech. | Sometimes accepts individual differences in speech. | Rarely accepts individual differences in speech. |
| 6.3 Sociocultural/ Sociolinguistic Elements – social conventions | Consistently uses appropriate oral forms of address for people frequently encountered. | Frequently uses appropriate oral forms of address for people frequently encountered. | Sometimes uses appropriate oral forms of address for people frequently encountered. | Rarely uses appropriate oral forms of address for people frequently encountered. |

Note: This rubric demonstrates how a teacher can assess one student's performance as it relates to different learning outcomes.

Rubric

| Name: | Date: | Activity: | Outcome | Excellent | Very Good | Acceptable | Limited |
|--------------|--------------|------------------|----------------|------------------|------------------|-------------------|----------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Rubric and Checklist

| | | |
|--------------------|--------------------------|---|
| Name: Ellen | Date: November 14 | Activity: Telephone Conversation |
|--------------------|--------------------------|---|

| Outcome | Excellent | Very Good | Acceptable | Limited |
|--|---|--|---|--|
| 6.3 Sociocultural/ Sociolinguistic Elements – idiomatic expressions | Consistently understands and uses a variety of simple idiomatic expressions as set phrases. | Frequently understands and uses a variety of simple idiomatic expressions as set phrases. | Sometimes understands and uses a variety of simple idiomatic expressions as set phrases. | Rarely understands and uses a variety of simple idiomatic expressions as set phrases. |
| 6.3 Sociocultural/ Sociolinguistic Elements – variations in language | Consistently accepts individual differences in speech. | Frequently accepts individual differences in speech. | Sometimes accepts individual differences in speech. | Rarely accepts individual differences in speech. |
| 6.3 Sociocultural/ Sociolinguistic Elements – social conventions | Consistently uses appropriate oral forms of address for people frequently encountered. | Frequently uses appropriate oral forms of address for people frequently encountered. | Sometimes uses appropriate oral forms of address for people frequently encountered. | Rarely uses appropriate oral forms of address for people frequently encountered. |
| Work habits <input type="checkbox"/> worked independently <input type="checkbox"/> worked with minimal assistance | <input type="checkbox"/> worked with some assistance <input type="checkbox"/> required constant supervision and assistance | | | |

Note: This rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.



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