

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.

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

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

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

4

Specific Outcome

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

- In diesem Monat habe ich _____, _____, und _____ gelesen.
- Ich habe _____ Bücher mit Klassenkameraden geteilt.
- Um noch besser zu lesen kann ich _____.
- 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.

Develop Understanding

Students will be able to:

- 1.2.1 connect new information and experiences with prior knowledge to construct meaning in different contexts

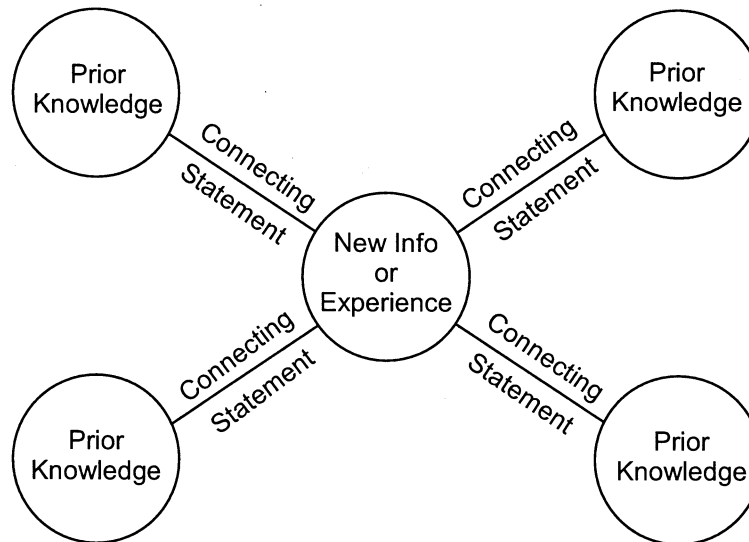
SAMPLE TEACHING AND LEARNING ACTIVITIES

- 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.

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.

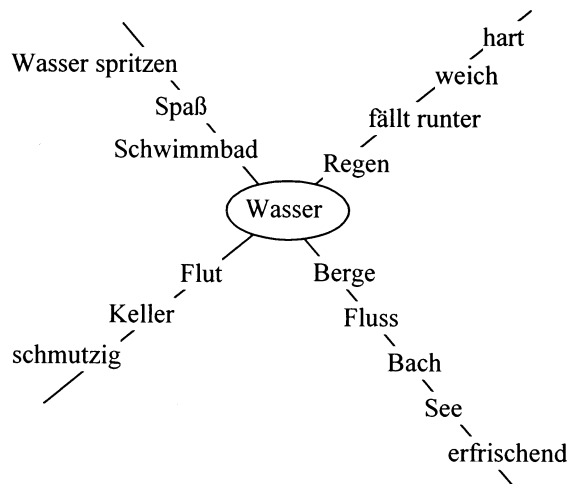
Combine Ideas

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.

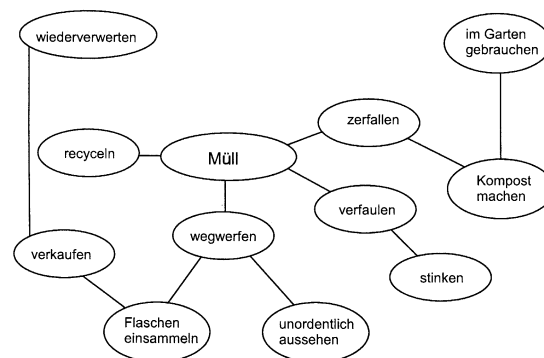
Journal entry

*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**

Confer 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.

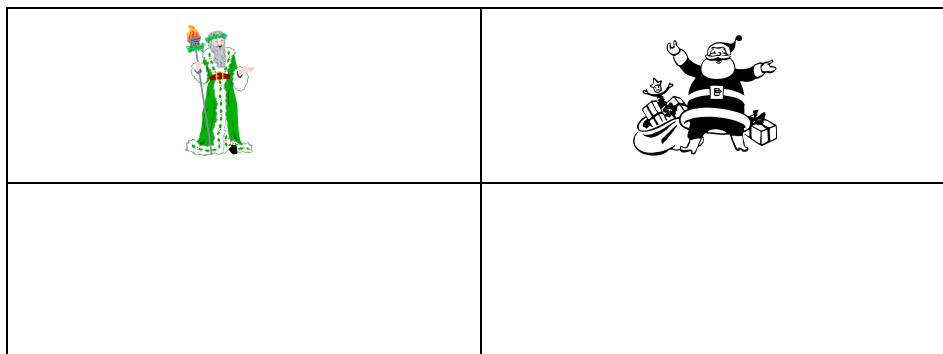
Connect Self, Texts, and Culture

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

Forms and Genres

Students will be able to:

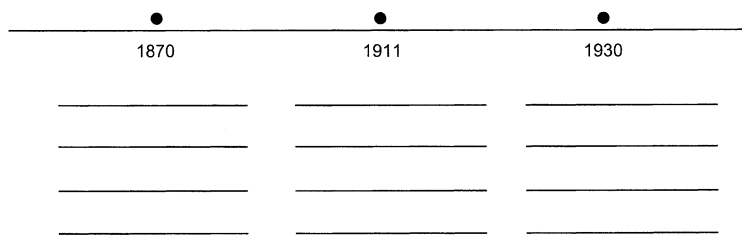
2.3.1 distinguish similarities and differences between various oral, literary, and media forms and texts

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.

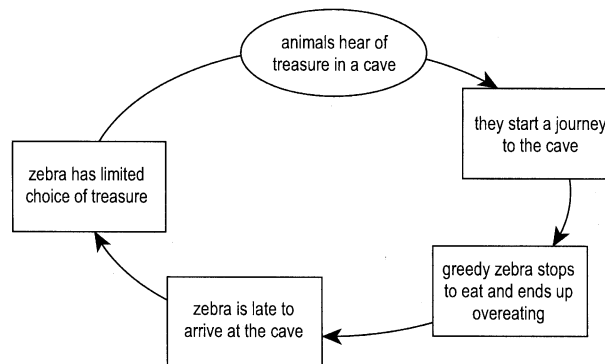
Techniques and Elements

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.

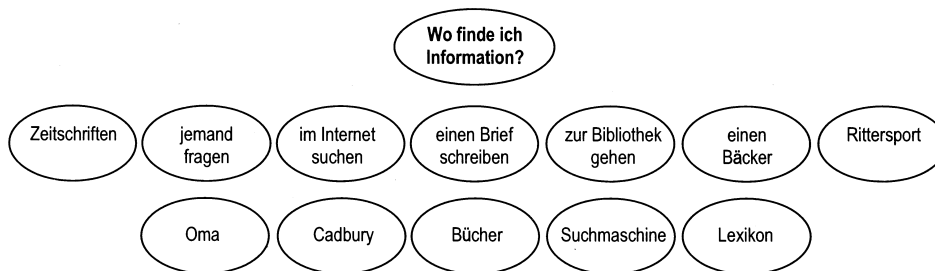
Participate in Group Inquiry

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.

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

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

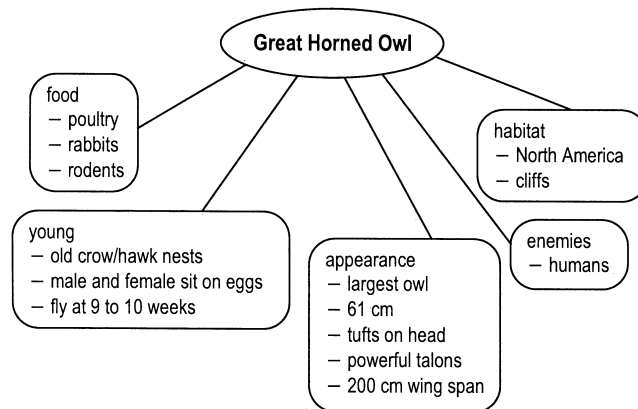
Organize Information

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 _____	
<p>1. Wie ich Notizen gemacht habee:</p> <ul style="list-style-type: none"> – in Stichpunkten, der Reihe nach – in Stichpunkten, mit Überbegriffen – in Tabellenform – in Igelform – gar nicht <p>2. Dann habe ich die Information so geordnet:</p> <ul style="list-style-type: none"> – in Tabellenform – als Flussdiagramm – in Igelform – in Kreisform – auf Kärtchen – gar nicht. Ich habe mein Projekt geschrieben, ohne vorher die Informationen zu ordnen <p>3. Auf diese Leistung bin ich stolz: _____</p> <p>4. Das kann ich verbessern: _____</p>	

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/*Pourquoi*
 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"/>

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 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

Conference 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.	

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

4.2 Enhance and Improve

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 Glückwunsch 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 aufgekommen 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

Conference 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

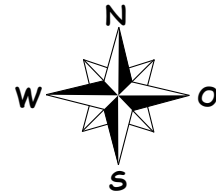
Students will be able to:

- 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.

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.

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.