

GRADE 7 TO GRADE 12 GERMAN LANGUAGE AND CULTURE

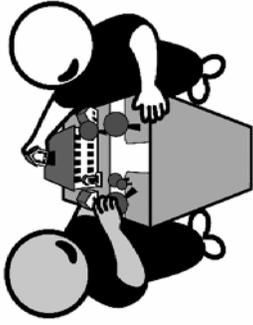
Grade 7

Applications	3
Language Competence	21
Global Citizenship	47
Strategies	61
Appendices	73

APPLICATIONS
GRADE 7



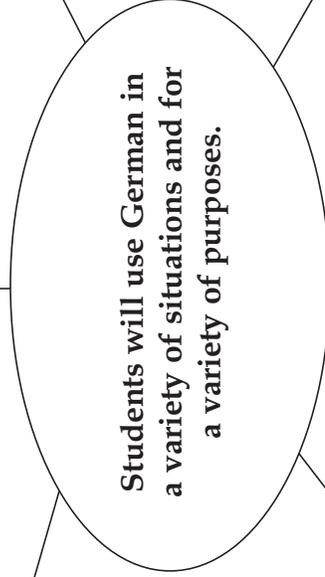
Applications



*express emotions and
personal perspectives*

*impart and receive
information*

get things done



*use the language for
imaginative purposes
and personal enjoyment*

*form, maintain, and change
interpersonal relationships*

*extend their knowledge
of the world*



APPLICATIONS

General Learning Outcome 1: Students will use German in a variety of situations and for a variety of purposes.

The specific learning outcomes under the heading Applications deal with **what** the students will be able to do with the German language, that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate. This functional competence, also called actional competence, is important for a content-based or task-based approach to language learning where students are constantly engaged in meaningful tasks (Celce-Murcia, Dörnyei, and Thurrell).

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings, there are one or more strands. Each strand deals with a specific language function (e.g., share factual information). Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways (e.g., “This is my dog.”). As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled **manage group actions** has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading **to extend their knowledge of the world** will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the German language.

The level of linguistic, sociolinguistic, and discourse competence that students will exhibit when carrying out the functions is defined in the specific learning outcomes for Language Competence for each course. To know how well students will be able to perform the specific function, the Applications learning outcomes must be read in conjunction with the Language Competence learning outcomes.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION								
<p>General Learning Outcome 1: Applications Students will use German in a variety of situations and for a variety of purposes.</p> <p>1.1 receive and impart information</p> <p>1.1.1 <i>Share Factual Information</i></p> <ul style="list-style-type: none"> ❖ understand and respond to simple, predictable questions ❖ identify people, places, and specific things ❖ ask for and share information about people, places, and time (e.g., <i>wer, wo, woher, wie, wann, was</i>) 	<p>➤ Have students form two circles, one inside the other. With music playing, ask one circle to walk in one direction and the other to walk in the opposite direction. When the music stops, have students interview the classmate opposite them, using familiar patterns such as the following (<i>BC Resource Package, 12</i>)*:</p> <ul style="list-style-type: none"> • <i>Wie heißt du? Ich heiße _____ . Und du?</i> • <i>Wie alt bist du? Ich bin _____ Jahre alt. Und du?</i> • <i>Wie geht's? Es geht _____</i> <p>➤ Have students in pairs use pre-framed models to dramatize situations in which they need to provide specific information, real or fictitious; for example, ask students to imagine that they are arriving at a border crossing where they must provide information required to have their passports stamped (<i>BC Resource Package, 20</i>).</p> <p>➤ Play <i>Information Search</i>. Ask students to complete a questionnaire related to simple personal information.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Personensuche</th> <th style="text-align: left;">Unterschrift</th> </tr> </thead> <tbody> <tr> <td><i>Hast du einen Bruder?</i></td> <td>_____</td> </tr> <tr> <td><i>Hast du ein Fahrrad?</i></td> <td>_____</td> </tr> <tr> <td><i>Hast du einen Computer?</i></td> <td>_____</td> </tr> </tbody> </table> <p>➤ <i>Variation</i>: Use pictures and words for “<i>Personensuche</i>” (e.g., <i>Hast du _____?</i>) (<i>BC Resource Package, 20</i>)</p> <p><small>*Reprinted (or adapted) from the <i>Spanish 5 to 12 Integrated Resource Package</i> (1997). Used with permission of the Ministry of Education, Province of British Columbia. All future references to <i>BC Resource Package</i> fall under this permission statement.</small></p>	Personensuche	Unterschrift	<i>Hast du einen Bruder?</i>	_____	<i>Hast du ein Fahrrad?</i>	_____	<i>Hast du einen Computer?</i>	_____
Personensuche	Unterschrift								
<i>Hast du einen Bruder?</i>	_____								
<i>Hast du ein Fahrrad?</i>	_____								
<i>Hast du einen Computer?</i>	_____								

(continued)



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students exchange information using familiar German patterns, look for evidence that they recognize, use, and respond to simple patterns or questions.

- When students exchange specific information (e.g., as they dramatize arriving at a border crossing), look for evidence that they are able to
 - use the patterns *and* frames with less and less support
 - make *themselves* understood
 - complete the activity using only German

- Observe students during the Information Search and look for evidence that they
 - ask and respond to questions
 - understand and use accurate vocabulary



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.1 receive and impart information (continued)</p> <p>1.1.1 <i>Share Factual Information (continued)</i></p> <ul style="list-style-type: none">❖ understand and respond to simple, predictable questions❖ identify people, places, and specific things❖ ask for and share information about people, places, and time (e.g., <i>wer, wo, woher, wie, wann, was</i>)	<ul style="list-style-type: none">➤ Put the name of each student on an index card. Prepare a list of basic questions or questions about personal information (e.g., <i>Was ist dein Nachname? Wo wohnst du?</i>). Each day ask a few students three to five of these basic questions.➤ Invite students to interview classmates about their birthdates. Then ask students in small groups to record the dates in calendars to be displayed in the classroom (BC <i>Resource Package</i>, 28).➤ Have students prepare a personal coat of arms that might include name, birthdate, place of birth, family members, etc. Have students use drawings within their coat of arms and display in the classroom.
<p>1.2 express emotions and personal perspectives</p> <p>1.2.1 <i>Share Ideas, Thoughts, Opinions, Preferences</i></p> <ul style="list-style-type: none">❖ express simple personal thoughts, likes, dislikes, and reactions (e.g., <i>Ich mag. Ich mag nicht.</i>)	<ul style="list-style-type: none">➤ Suggest that students form pairs and that each pair draw a circle on a large sheet of paper and then draw a line down the centre of it. Invite students to list their own likes on one half of their circles and their own dislikes on the other. Have pairs discuss their choices. Encourage students to use drawings, previously learned language patterns, and vocabulary to indicate these choices (BC <i>Resource Package</i>, 12). <p><i>Variation:</i> Have students use a Venn Diagram, identifying their own likes and dislikes, as well as shared likes and dislikes.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Prepare a simple scoring scale out of 3 points for the responses to basic questions:
 - 1/3 Student responds with a word or words
 - 2/3 Student responds in a complete sentence, but with grammatical errors
 - 3/3 Students responds in a complete, grammatically correct sentence

(See examples of scoring scales in Classroom Assessment, p. 13.)

- After students have completed their coat of arms, they should be able to respond to written and oral questions about their coat of arms:
 - *Wie heißt du?*
 - *Wann ist dein Geburtstag?*

Prepare a checklist with questions such as the following:

 - Does the student respond to simple predictable questions?
 - Does the student comprehend the questions asked?

- Observe students' ability to
 - express common likes and dislikes
 - use gestures, drawings, and simple vocabulary to convey meaning
 - use German language related to grade 7 themes (e.g., *Hast du _____ gern? Ja, ich habe _____ gern. Nein, ich habe _____ nicht gern.*)



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.2 express emotions and personal perspectives (continued)</p> <p>1.2.1 <i>Share Ideas, Thoughts, Opinions, Preferences (continued)</i></p> <p>❖ express simple personal thoughts, likes, dislikes, and reactions (e.g., <i>Ich mag. Ich mag nicht.</i>)</p>	<p>➤ As a class, brainstorm activities and interests of students. Have students in small groups conduct surveys of their favourite activities and interests, using pre-framed German sentence structure. Example: <i>Was ist dein(e) Lieblings _____ ? (Farbe, Essen, Film, Sport) (BC Resource Package, 28)</i></p> <p>➤ Using pictures from magazines that depict a variety of activities, ask students which activities they like or don't like. Use the expression: <i>Aktivität du gern? Ja, ich _____ gern. Nein, ich _____ nicht gern.</i> (Example: <i>Schwimmst du gern? Ja, ich schwimme gern. Nein, ich schwimme nicht gern.</i>)</p> <p>Introduce intensifiers, such as "<i>sehr.</i>" As an extension, have students draw two or three of their own favourite activities and then work in pairs or small groups, asking the question, <i>Aktivität du gern?</i></p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students interact in collecting information for their surveys, look for evidence that they
 - are developing a variety of vocabulary for different activities
 - recognize familiar words and patterns
 - attempt to respond in simple sentences rather than single words

When students present their surveys, prepare a rubric using criteria below:

- speak clearly
- use approximate German pronunciation and intonation
- use a variety of vocabulary related to leisure activities and interests

- When students are interacting, use an oral observation rubric to assess students using criteria such as
 - use the pattern *Ich habe _____ gern/nicht gern* correctly
 - use *intensifiers modelled* in class that students have identified themselves

(See oral scoring scales examples in Classroom Assessment, p. 11.)



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.2 express emotions and personal perspectives (continued)</p> <p>1.2.2 <i>Share Emotions, Feelings</i></p> <ul style="list-style-type: none">❖ ask and respond to questions about well-being (e.g., <i>Wie geht's?</i>)	<p>➤ Provide students with charts of faces and emotions written below. Organize students into teams. A student must act out the emotion in the form of a charade and the members of his or her team must guess the emotion being portrayed (e.g., <i>traurig, froh</i>, etc.).</p> <p>Provide students with sentences which they must complete.</p> <ul style="list-style-type: none">• <i>Bist du <u>traurig</u>?</i>• <i>Ja, ich bin <u>traurig</u>.</i>• <i>Nein, ich bin nicht <u>traurig</u>.</i>
<p>1.3 get things done</p> <p>1.3.1 <i>Guide Actions of Others</i></p> <ul style="list-style-type: none">❖ ask for permission	<p>➤ Post basic classroom expressions up in the classroom, using sentences and pictures. Invite students to refer to these expressions when making requests or giving instructions:</p> <ul style="list-style-type: none">• <i>Darf ich bitte auf die Toilette gehen?</i>• <i>Darf ich bitte Wasser trinken?</i>• <i>Darf ich bitte zum Schliessfach gehen?</i>
<p>1.3.2 <i>State Personal Actions</i></p> <ul style="list-style-type: none">❖ respond to simple oral instructions or commands	<p>➤ Prepare cards each with one simple command related to class activities. One student mimes the command for the other members of the class. The class members must guess the action.</p> <ul style="list-style-type: none">• <i>Reiche mir bitte einen Stift.</i>• <i>Schreibe deinen Namen.</i>• <i>Mache die Tür auf.</i>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students dramatize their correct emotions, observe their ability to
 - dramatize the emotion
 - correctly identify the emotion associated with a particular mime
 Prepare a checklist using observation criteria above.

- Observe students and look for evidence that they are able to make appropriate requests in the classroom, school, etc.

- As students mime the commands, look for evidence that they are able to respond to commands.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.3 get things done (continued)</p> <p>1.3.3 <i>Manage Group Actions</i></p> <ul style="list-style-type: none">❖ express turn-taking	<ul style="list-style-type: none">➤ Organize students into groups of three. Provide students with a very simple text to read. After the reading of the text, one person in the group asks prepared questions about the text. The second person answers the questions. The third person represents the answers visually. <i>Variation:</i> Present each group a list of questions related to a theme being studied. One person asks one question, the next person responds, and the third person represents the answer visually. Students then change roles for the next question.➤ Organize a group activity in which students take turns or take on specific roles that they must negotiate amongst themselves using cards with visual imagery (e.g., Go Fish – “Hast du eine _____?” “Nein, gehe angeln.”).
<p>1.4 form, maintain, and change interpersonal relationships</p> <p>1.4.1 <i>Manage Personal Relationships</i></p> <ul style="list-style-type: none">❖ exchange greetings and farewells❖ address a new acquaintance, and introduce themselves❖ exchange some basic personal information	<ul style="list-style-type: none">➤ Invite students to prepare simple skits/dialogues with greetings, basic information, and closing expressions. Provide students with model dialogues that they can modify to prepare their own dialogues which demonstrate meeting someone new and making an effort to get to know the person.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.5 extend their knowledge of the world</p> <p>1.5.1 <i>Discover and Explore</i></p> <ul style="list-style-type: none">❖ ask simple questions <p>1.5.2 <i>Gather and Organize Information</i></p> <ul style="list-style-type: none">❖ gather simple information <p>1.5.3 <i>Explore Opinions and Values</i></p> <ul style="list-style-type: none">❖ respond to the preferences and opinions of others	<p>➤ Invite students to conduct simple interviews in pairs, using simple questions (e.g., “<i>Wie heißt du?</i>” “<i>Was ist deine Telefonnummer?</i>” “<i>Was ist deine Adresse?</i>” “<i>Wo wohnst du?</i>”, etc.). Students may choose to play the part of an imaginary or famous person.</p> <p><i>Variation:</i> Have students work in pairs to ask each other simple questions related to Grade 7 themes (e.g., “<i>Wo ist Österreich?</i>”, etc.).</p> <p>➤ Invite students to complete a variety of forms that require basic information (e.g., passport application, library card application, etc.).</p> <p>➤ Have students listen to a simple story, view a short video sequence, or examine a scrambled comic strip. Then have students work in pairs or in small groups to put the main events of the story into the correct sequence. Students could use simple words or drawings to depict the story.</p> <p>➤ Provide students with a simple text in which characters express opinions. Have students agree or disagree with the opinions of the text. Restrict expressions of agreement or disagreement to simple phrases, such as “<i>Das glaube ich auch.</i>” “<i>Das glaube ich nicht.</i>” “<i>Das ist mir egal.</i>”</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students work in pairs to ask simple questions, look for evidence that they
 - ask questions using appropriate intonation
 - respond to questions appropriately
 - use appropriate pronunciation

- As students complete forms, look for evidence that they are able to
 - gather relevant, simple information
 - organize the information in different ways

- When students sequence the events of a story, look for evidence that they are able to
 - put the story in a logical sequence
 - use drawings and simple vocabulary effectively to depict the sequence of events

- As students work through the activity, look for evidence that they are
 - actively listening
 - expressing disagreement respectfully



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.6 for imaginative purposes and personal enjoyment</p> <p>1.6.1 <i>Humour/Fun</i></p> <ul style="list-style-type: none">❖ use German for fun (e.g., rhymes) <p>1.6.2 <i>Creative/Aesthetic Purposes</i></p> <ul style="list-style-type: none">❖ use German creatively (e.g., concrete poetry) <p>1.6.3 <i>Personal Enjoyment</i></p> <ul style="list-style-type: none">❖ use German for personal enjoyment❖ listen to a favourite song in German	<p>➤ Provide students with tongue twisters in German. Allow students time to practise the tongue twisters in pairs or in groups. Students then present the twisters to the class. (See Internet site.)</p> <p>➤ Invite each student to compose a poem based on her or his own name or a German name. Explain that each line should be a word or phrase describing a favourite activity or personal quality and should begin with a letter from the name. An example follows, using the name <i>Diana</i> (BC <i>Resource Package</i>, 48):</p> <p style="text-align: center;"><i>Deutsch</i> <i>Interessant</i> <i>Aktiv</i> <i>Neugierig</i> <i>Aufmerksam</i></p> <p>➤ Using a popular German song, have students replace parts of the lyrics with their own words (e.g., <i>Mein Hut der hat drei Ecken</i>/"Mein Fuß der hat fünf Zehen.").</p> <p>➤ Brainstorm with students German language activities that they think would be fun. Have students attempt at least one of the activities identified.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students participate in activities such as tongue twisters, look for evidence that they are able to
 - listen actively to follow instructions
 - model German intonation and pronunciation
 - take risks to respond in German
 - participate willingly

- When students compose a poem based on their names, provide students with a checklist. Criteria might include the following:
 - appropriate adjectives
 - the pattern/frame of the poem is maintained

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

- When students replace parts of the lyrics of a German song with their own words, use a checklist. Criteria might include the following:
 - students are engaged in the task
 - chosen words are logical and appropriate

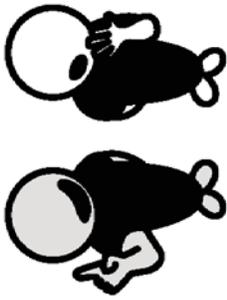
German Tongue Twisters
 <<http://www.uebersetzung.at/twister/de.htm>>



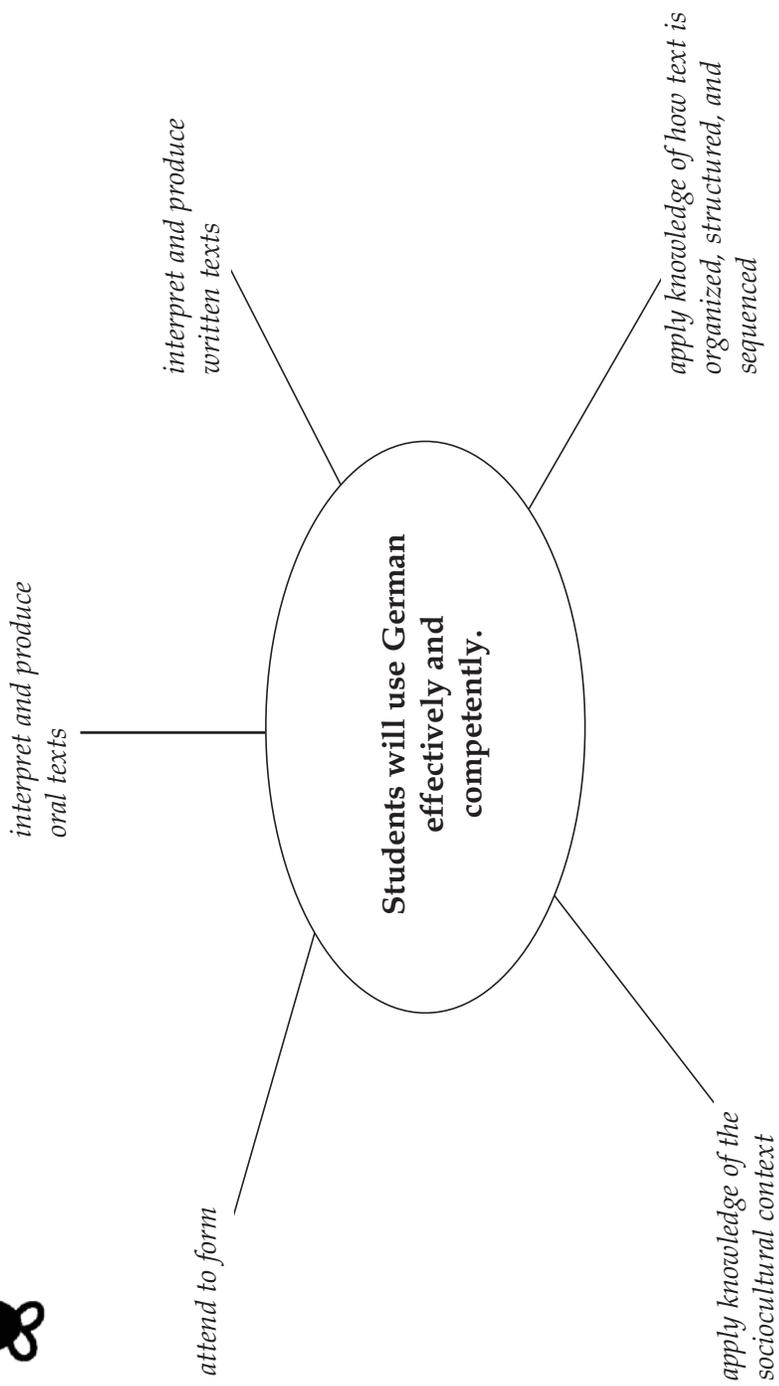
NOTES

***LANGUAGE
COMPETENCE
GRADE 7***





Language Competence





LANGUAGE COMPETENCE

General Learning Outcome 2: Students will use German effectively and competently.

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific learning outcomes under Language Competence deal with knowledge of the German language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes, in other words, in practical **applications**.

The various components of language competence are grouped under four cluster headings – see the illustration on the preceding page. Under each of these headings there are several strands. Each strand deals with a single aspect of language competence. For example, under the cluster heading **attend to form**, there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases), and grammatical elements (syntax and morphology).

Although the learning outcomes isolate these individual aspects, language competence should be developed through learning activities that focus on meaningful uses of the German language and on **language in context**. Tasks will be chosen based on the needs, interests, and experiences of students. The vocabulary, grammar structures, text forms, and social conventions necessary to carry out a task will be taught, practised, and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>General Learning Outcome 2: Language Competence Students will understand and produce German effectively and competently in spoken and written forms.</p> <p>2.1 interpret and produce oral texts</p> <p>2.1.1 <i>Aural Interpretation</i></p> <ul style="list-style-type: none">❖ understand the main points of short, oral texts on familiar topics in guided situations <p>2.1.2 <i>Oral Production</i></p> <ul style="list-style-type: none">❖ produce short, simple oral texts, using familiar structures in guided situations <p>2.1.3 <i>Interactive Fluency</i></p> <ul style="list-style-type: none">❖ interact, using a combination of words and phrases, in guided situations	<p>➤ Have students listen to a tape of an event or story. Then have students answer simple comprehension questions (oral or written).</p> <p>➤ Post several pictures of people in the classroom. Number each picture. Then give a description of each person, without indicating which person is being described. Students must guess which person corresponds to the description given.</p> <p>➤ At the beginning and at the end of the class, invite each student to use a different salutation or farewell expression. Outside of the class, greet students in German using different salutations or farewell expressions.</p> <p>➤ Suggest that students in groups organize small garage sales, real or simulated. Have purchasers state what they are looking for and ask for information about the items. Ask vendors and purchasers to exchange greetings. Encourage students to discuss prices and bargain for items they want to purchase (<i>BC Resource Package, 44</i>).</p> <p>➤ Have students prepare a variety of guided role plays related to themes studied.</p>



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.2 interpret and produce written texts, graphics, and images</p> <p>2.2.1 <i>Written Interpretation</i></p> <ul style="list-style-type: none">❖ understand the main points of short written texts on familiar topics in guided situations <p>2.2.2 <i>Written Production</i></p> <ul style="list-style-type: none">❖ produce short, simple written texts, using familiar structures in guided situations	<ul style="list-style-type: none">➤ Provide students with a timetable belonging to a student from a German-speaking country. Have students use the timetable to extract information, using teacher-generated questions (<i>BC Resource Package, 14</i>). ➤ Have students form groups of three or four. Provide students with a simple text that has been divided into three or four sections. (Each section may be only three or four sentences in length.) For the first part of the activity, give each group a section of the text. Each member of the group has the same part of the text. Students read their section of the text together and discuss. Students from each group read text together; then, as a class, put the passages into the correct order. Provide students with a question from each segment to complete in writing. ➤ After having extracted information from a German student's timetable, invite each student to prepare a timetable in German, noting subjects and teachers. Ask students to display their timetables on a bulletin board. ➤ Provide students with a sample form letter or email. Have students develop their own letter or email and send it to a German exchange class (<i>BC Resource Package, 36</i>). ➤ Post a variety of pictures related to themes studied – people, favourite activities, geography, etc. Have students prepare a written description of the pictures.



PRESCRIBED LEARNING OUTCOMES
<p>2.2 interpret and produce written texts, graphics, and images (continued)</p> <p>2.2.2 <i>Written Production (continued)</i></p> <ul style="list-style-type: none">❖ produce short, simple written texts, using familiar structures in guided situations

SUGGESTIONS FOR INSTRUCTION

- Have students work in pairs. One student receives a picture of “an extra-terrestrial being” (*“Ein Außerirdischer”*). This student describes his creature to his/her partner without showing the picture. The partner must draw the extra-terrestrial being, based on the description given by his/her partner and by asking questions to clarify the description.
- Students then prepare, in collage form, their own extra-terrestrial being. They then prepare a written paragraph which describes their creation. Students present both the written paragraph and the collage to the class.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students work in pairs to draw extra-terrestrials based on descriptions given, look for evidence that
 - the drawings of the partners are similar
 - students have attempted to use simple sentences in their descriptions
 - students are able to react to and clarify the description

Discuss criteria for the collage, written description, and oral presentation of an extra-terrestrial of the student's own creation.

Criteria for the collage might include the following:

- a variety of body parts are represented
- collage is well organized

Criteria for the written description might include the following:

- the written description corresponds accurately to the collage
- number and type of body parts are described accurately
- simple verbs, such as *haben* and *sein*, are used correctly
- adjectives are used correctly

Criteria for the oral presentation might include the following:

- student speaks clearly and with appropriate pronunciation
- student uses the collage effectively as a visual aid to support the presentation



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.2 interpret and produce written texts, graphics, and images (continued)</p> <p>2.2.2 <i>Written Production (continued)</i></p> <ul style="list-style-type: none">❖ produce short, simple written texts, using familiar structures in guided situations	<p>➤ Written, Oral, Visual</p> <p>Lead a discussion with students on the topic of “What Makes a Good School?” (“<i>Was ist ein gute Schule?</i>”/“<i>Wie sieht eine gute Schule aus?</i>”) Use a graphic organizer to record students’ responses.</p> <p>Working in pairs or small groups, students design an ideal school of the future. Encourage them to think creatively and imaginatively. Remind them that certain elements must be present in the design: a floor plan, with all areas labeled in the target language, and a student handbook with such information as number of students, curricular offerings, schedules, a school calendar, school colours, a song, a mascot, food services, activities, athletics, and extra-curricular activities.</p> <p>Students work together to create as many visual and aural representations of each aspect of the school of the future as possible.</p> <p>In pairs or groups, students present their projects to the class.</p> <p>The products can be shown at a parents’ night or a curriculum fair.</p> <p>Display student projects in the school’s main lobby with a short introductory written description.</p>
<p>2.2.3 <i>Viewing</i></p> <ul style="list-style-type: none">❖ derive meaning from selected visuals in guided situations	<p>➤ Provide students with a variety of clothing advertisements from German catalogues or magazines. Have students consider in which situations the clothing would be worn.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

➤ Discuss criteria for the written description and the visual and oral presentations of the ideal school. Criteria for the visual representation might include the following:

- all necessary elements are present in the design
- visual presentation is well organized

Criteria for the written description might include the following:

- the written description corresponds accurately to the visual presentation
- school elements are described accurately
- simple verbs such as *haben* and *sein* are used correctly

Criteria for the oral presentation might include the following:

- student speaks clearly and with appropriate pronunciation
- student uses the visual presentation effectively to support the oral presentation

(See criteria for written and oral presentations in Classroom Assessment, pp. 11-15.)



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.2 interpret and produce written texts, graphics, and images (continued)</p> <p>2.2.4 <i>Representing</i></p> <ul style="list-style-type: none">❖ express meaning using selected visual forms in guided situations <p>2.3 attend to form</p> <p>2.3.1 <i>Phonology</i></p> <ul style="list-style-type: none">❖ relate all letters to the sounds they represent, including ä, ö, ü, ß❖ pronounce learned words and phrases comprehensibly <p>2.3.2 <i>Orthography</i></p> <ul style="list-style-type: none">❖ recognize and use capitalization❖ spell learned words correctly	<p>➤ Have students play pictionary or charades with vocabulary related to themes studied.</p> <p>➤ Have students sit in a circle. Each student reads a word from a list provided. Have students help each other with the pronunciation of the words. As an extension, play a game in which the group gains points each time a word is pronounced correctly.</p> <p>➤ Provide students with a list of basic statements, questions, and exclamations. Model appropriate intonation for each and have students prepare skits using the appropriate intonation of the expressions of the list.</p> <p>➤ Give students a paragraph which omits all capitalizations other than the beginning of sentences. Instruct students to circle all the words that should be capitalized. This activity could be done using the overhead projector for a class activity or for correction purposes.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students play games, such as pictionary or charades, look for evidence that they
 - draw or dramatize the vocabulary accurately
 - participate actively in the game

- Look for evidence that students are able to
 - demonstrate correct pronunciation
 - monitor classmates' pronunciation

Prepare a rubric which states the criteria for pronunciation.

- Through observation, look for evidence that students are able to demonstrate correct intonation to express appropriate meaning.

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.3 attend to form (continued)</p> <p>2.3.3 <i>Lexicon</i></p> <ul style="list-style-type: none">❖ associate German words with the corresponding object, action, or notion❖ recognize and use a repertoire of selected words and phrases in concrete situations❖ understand and use vocabulary and phrases related to the following topics/areas of experience:<ul style="list-style-type: none">– personal identity<ul style="list-style-type: none">✓ name, age✓ friends and relatives✓ physical description– family and home life<ul style="list-style-type: none">✓ family members, relatives, occupations✓ pets, animals✓ the home– school<ul style="list-style-type: none">✓ subjects✓ timetables✓ classroom routines✓ school facility– leisure and recreation<ul style="list-style-type: none">✓ hobbies, interest✓ sports and exercises✓ entertainment✓ music✓ vacation✓ transportation– food<ul style="list-style-type: none">✓ meals✓ restaurants✓ grocery shopping– <i>Landeskunde</i><ul style="list-style-type: none">✓ money, currencies✓ celebrations✓ geography✓ climate, weather, seasons✓ famous people– health and body<ul style="list-style-type: none">✓ body parts✓ illness✓ clothing– other areas<ul style="list-style-type: none">✓ topics of special interest to students	<ul style="list-style-type: none">➤ Have students work in groups of three or four. Provide each group with pictures of a variety of vocabulary studied in the current unit. Say a particular word out loud and have students show the picture of the word to the class as soon as they find it. This activity could be done as a game, with a point given to the team who shows the picture first.➤ Have students play a variety of games in order to develop vocabulary; for example, use laminated games of “Snakes and Ladders,” dice, and markers. Include pictures of vocabulary studied in themes in certain boxes of the game. Player One rolls the dice and moves the marker the correct number of spaces from left to right. He/she must identify the German word the marker is covering. The next player then rolls the dice. Students move up the ladder or down the snake. The winner is the person who is able to complete the board and land on the last square first. The player must roll the exact number necessary to reach the last square (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation, Strategies–238</i>).➤ <i>Checkers</i>: Prepare a checkers board with pictures of vocabulary studied in a theme. Player One covers the first row with white checkers and Player Two covers the first row on the opposite side with red checkers. Player One moves diagonally forward, identifying and spelling the German word the checker was on. The game continues as in checkers (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation, Strategies–238</i>).



SUGGESTIONS FOR ASSESSMENT

- When students play games such as checkers or “Snakes and Ladders,” note the extent to which students are able to
 - identify game vocabulary in German
 - engage themselves in the game
 - cooperate with group members
 - seek help for language clarification

SUGGESTED LEARNING RESOURCES

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PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.3 attend to form (continued)</p> <p>2.3.4 <i>Grammatical Elements</i></p> <ul style="list-style-type: none">❖ recognize and use, in modelled situations, the following grammatical elements:<ul style="list-style-type: none">– articles of familiar nouns in nominative and accusative– plural of familiar nouns– selected model verbs in present tense (e.g., <i>kann, darf</i>) and placement of infinitive (e.g., <i>ich möchte Wasser trinken</i>)– imperative mood (singular)– simple past of <i>sein</i> (<i>ich war</i>)– possessive pronouns in nominative and accusative (third personal singular)– sentence structure: inversion following expressions of place and time (e.g., <i>Heute gehe ich ...</i>)– negation (<i>nicht/kein</i>)– selected prepositions with accusative and dative (e.g., <i>mit</i>)– position of adverbs of preference (e.g., <i>gern</i>)– structure of compound sentences using coordinating conjunctions	<p>Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the grammatical elements and be able to apply them in very limited situations.</p> <p>Example of a modelled situation:</p> <p>In preparation for a group project, students will keep a journal of that they would like to do. Students practise the structure “<i>Ich möchte _____ . Möchtest du _____ ?</i>” using the sentence patterns provided. Each student asks five classmates, “<i>Was möchtest du morgen machen?</i>” Students answer saying “<i>Ich möchte ...</i>”, with an infinitive of their choice. Each person then summarizes the results of their mini-survey: <i>Drei Schüler möchten tanzen</i>, and so on.</p>



SUGGESTIONS FOR ASSESSMENT

- Observe students as they do the exercise. Are they able to
 - ask the question following the model
 - respond to the question using *“Ich möchte ...”*
 - summarize their results using third person singular and plural forms

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.3 attend to form (continued)</p> <p>2.3.4 <i>Grammatical Elements (continued)</i></p> <ul style="list-style-type: none">❖ use, in structured situations, the following grammatical elements:<ul style="list-style-type: none">– compound nouns– personal pronouns in nominative– present tense– noun and verb agreement– possessive pronouns in nominative (first and second personal singular) ❖ use, independently and consistently, the following grammatical elements:<ul style="list-style-type: none">– gender of familiar nouns– structure of simple declarative sentences (e.g., <i>Karl kauft einen Hut. Gabi wohnt hier.</i>)– yes/no questions (e.g., <i>Hast du eine Katze?</i>)– simple questions using <i>wer, wie, was, wo</i>– coordinating conjunctions (<i>und</i>)	<p>Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the grammatical elements and be able to apply them in familiar contexts with teacher guidance.</p> <p>Example of a structured situation: In preparation for a research project on typical activities of young people in selected German-speaking countries, students listen to a rapid conversation where a Canadian student is talking to an exchange student from Germany. The students check off, on a prepared answer sheet, what the exchange student does and does not do.</p> <p>Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.</p>



SUGGESTIONS FOR ASSESSMENT

- When correcting student answers, note if they are able to
 - distinguish affirmative from negative responses
 - match the infinitive form of the verb on the answer sheet with the conjugated form heard in the recorded conversation

SUGGESTED LEARNING RESOURCES



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students view a video with situations where characters use *du* or *Sie*, look for evidence that students are able to
 - identify the types of situations in which *du* and *Sie* are used
 - explain why the formal or informal register is used

- When students prepare simple dialogue to correspond with pictures of a variety of people in conversation, look for evidence that students are able to use *du* and *Sie* in the appropriate situations.

- Discuss criteria with students before they role-play situations in which idiomatic expressions, social conventions, and non-verbal communication are to be used. The teacher may wish to develop a checklist students can use for self and peer assessment. Criteria might include the following:
 - meaning is clear
 - at least one idiomatic expression is used
 - appropriate social conventions have been included
 - appropriate non-verbal communication have been included to support communication
 - pronunciation and intonation are generally accurate
 - interaction has some sense of fluency and spontaneity

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

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.4 apply knowledge of the sociocultural context (continued)</p> <p>2.4.3 <i>Variations in Language</i></p> <ul style="list-style-type: none">❖ experience a variety of voices <p>2.4.4 <i>Social Conventions</i></p> <ul style="list-style-type: none">❖ use basic forms and conventions of politeness in guided situations (e.g., <i>bitten</i>, <i>danken</i>) <p>2.4.5 <i>Non-Verbal Communication</i></p> <ul style="list-style-type: none">❖ understand some common non-verbal behaviours used in familiar contexts (e.g., <i>die Hand geben</i>)	<ul style="list-style-type: none">➤ Have students listen to a video or audiotape that demonstrates a variety of speakers of different ages and regions of the German-speaking world. Have students focus on voices and individual differences in speech.➤ Present students with clothing vocabulary used in different German-speaking countries. Have students choose the clothing from one country and create a comic strip of people meeting in a department store (e.g., Austrian boy meets German girl).➤ Distribute pictures or show an extract of a video that depicts people greeting each other in different ways. Discuss students' interpretation of what is happening in the pictures or video. Discuss cultural differences in greetings. Have students prepare a simple role play that depicts two people from different cultures greeting each other.➤ Refer to previous example.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students listen to a video or audiotape, look for evidence that students are able to identify variations in language, voices, and speech.

- When students create their own German-language cartoons using greetings from different German-speaking countries, look for evidence that the vocabulary is appropriate for the country or countries chosen.

- As students view and role-play various greetings, look for evidence that they are able to
 - imitate simple routine social interactions
 - use basic social expressions
 - use basic politeness conventions

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.5 apply knowledge of how text is organized, structured, and sequenced</p> <p>2.5.1 <i>Text Forms</i></p> <ul style="list-style-type: none">❖ recognize some simple oral and print text forms (e.g., songs, lists) <p>2.5.2 <i>Patterns of Social Interaction</i></p> <ul style="list-style-type: none">❖ recognize simple interpersonal communication patterns (e.g., greeting-response, question-answer) <p>2.5.3 <i>Cohesion/Coherence</i></p> <ul style="list-style-type: none">❖ recognize when words, phrases, or simple sentences are linked by basic connectors (e.g., <i>und, oder, aber</i>)	<p>➤ Have students prepare lists:</p> <ul style="list-style-type: none">• clothing for different seasons• favourite activities in winter and summer <p>Using a simple form letter, have students write a letter to someone from a German-speaking country who is coming to visit. In the letter, students indicate what clothing is needed in Canada and which activities are possible.</p> <p>➤ Have students work in pairs in order to email each other a simple message in German.</p> <p>➤ At the beginning and at the end of the class, invite each student to use a different salutation or farewell expression.</p> <p>Outside the class, greet students in German using different salutations or farewell expressions.</p> <p>➤ Have students role-play a situation in a restaurant in which a “fussy customer” would like to order from the menu, but would like to make certain substitutions because of dietary preferences, and the “server” offers suggestions for these substitutions.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Work with students to develop a simple checklist they can use for self and peer assessment of their letters or email. The checklist might include items such as the following:
 - details of appropriate clothing and activities for the seasons are given
 - sentence frames are written correctly and completed appropriately
 - meaning is clear
 - greeting and closing are appropriate
 - punctuation is appropriate
 - spelling, including umlauts, is correct

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

- As students use a variety of salutations and farewell expressions, look for evidence that they are able to
 - respond orally as they enter and exit the classroom
 - use a variety of expressions

- As students role-play the situation of the “fussy customer” in a restaurant, look for evidence that students are able to
 - choose correct connectors (e.g., *und*, *oder*, *aber*) to link their thoughts, according to the context of the conversation

SUGGESTED LEARNING RESOURCES



NOTES

***GLOBAL
CITIZENSHIP
GRADE 7***





Global Citizenship

study historical and contemporary elements of German-speaking cultures

affirm diversity

Students will acquire the knowledge, skills, and attitudes to be effective global citizens, through the exploration of the cultures of the German-speaking world.

explore personal and career opportunities



GLOBAL CITIZENSHIP

General Learning Outcome 3: Students will acquire the knowledge, skills, and attitudes to be effective global citizens, through the exploration of the cultures of the German-speaking world.

The learning outcomes for Global Citizenship deal with a broad range of knowledge, skills, and attitudes needed to be effective global citizens – in other words, with the development of intercultural competence. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings – see the illustration on the preceding page. Under each of these headings there are several strands. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading **study historical and contemporary elements of German-speaking cultures**, there are strands for the processes and methods of acquiring knowledge about German-speaking cultures, the cultural knowledge thus acquired, applications of that knowledge to aid comprehension and to communicate in appropriate ways, positive attitudes toward German-speaking cultures, as well as knowledge of the diversity within those cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of minority cultures. Rather than try to develop an extensive bank of knowledge about the German-speaking cultures, it is more important for students to learn the processes and methods of accessing and analyzing cultural practices. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the German-speaking cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The **affirm diversity** heading covers knowledge, skills, and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>General Learning Outcome 3: Global Citizenship</p> <p>Students will acquire the knowledge, skills, and attitudes to be effective global citizens through the exploration of the cultures of the German-speaking world.</p> <p>3.1 historical and contemporary elements of German-speaking peoples</p> <p>3.1.1 <i>Gaining/Applying Knowledge of German Cultures</i></p> <ul style="list-style-type: none">❖ observe and imitate practices that are common among German people (e.g., handshaking)❖ identify elements of German cultures in the school, home, and community (e.g., names, cars, products) <p>3.1.2 <i>Diversity within German Cultures</i></p> <ul style="list-style-type: none">❖ identify major German-speaking groups throughout the world❖ identify the various German-speaking countries	<p>➤ Provide an <i>Adventskalender</i> during the Christmas season. Have a different “open the door” each day, while reviewing the date each day.</p> <p>➤ Have students watch a video of a birthday party in a German-speaking country and note similarities and differences to their own celebrations. On the students’ birthdays, sing “<i>Zum Geburtstag viel Glück</i>” or another German birthday song.</p> <p>➤ Invite guests from different German-speaking cultures in the local community to the class. Have students prepare questions for the guests and then discuss the new information gathered about German-speaking cultures in the community.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students participate in cultural activities, frequently ask questions that cause them to reflect and comment on what they are experiencing and learning. Look for evidence that they
 - participate actively and take risks in learning more about German-speaking cultures
 - understand the activities
 - use vocabulary related to the activities
 - comment on how the activities are the same as or different from such activities in other cultures

- When invited guests speak to the class, observe to what extent students
 - ask relevant questions
 - listen attentively to the guest
 - demonstrate an effort to speak German
 - identify specific elements of German-speaking cultures in the community, with the help of guest’s information

(See guest observation checklist in Planning, p. 73.)

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PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.1 historical and contemporary elements of German-speaking peoples (continued)</p> <p>3.1.3 <i>Analyzing Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ ask questions in English about elements of German cultures experienced in class (e.g., maps, pictures, posters) <p>3.1.4 <i>Valuing German Cultures</i></p> <ul style="list-style-type: none">❖ show a willingness to participate in cultural activities and experiences (e.g., seasonal celebrations) <p>3.2 affirming and valuing diversity</p> <p>3.2.1 <i>Awareness of English</i></p> <ul style="list-style-type: none">❖ show a willingness to produce German sounds that have no equivalents in English (e.g., <i>ch, r, l, ü</i>)	<p>➤ As a class, choose one German-speaking country to research. Divide the class into groups and have each group research one aspect of the country (one celebration, family life, clothing, food, pastimes, etc.). Have students prepare a written and an oral presentation of the information found. Have students also prepare an activity, related to their topic, in which the class could participate (e.g., making a type of food, playing a game, etc.).</p> <p>➤ Give students the opportunity for guided correspondence with a pen pal in a German-speaking country.</p> <p>➤ Present students with vocabulary in German that is similar to English (e.g., <i>Familie, interessant</i>, etc.). Have students explain the similarities and differences between the English and German words.</p> <p>➤ Present important grammatical differences in word order (e.g., dates: November 7, <i>der siebte November</i>).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- After all groups have presented their aspect of the German-speaking country chosen by the class, have students
 - respond in a learning log to the following questions: What activity did you enjoy the most and why? What did you find the most interesting in the presentations of your peers?
 - complete a quiz based on the information shared by individual groups

Refer to assessment checklists for written and oral presentation of the research project in Appendix B of this section.

- Look for evidence that students are able to match vocabulary that is similar in German and English (cognates).
- As students examine grammatical structures and vocabulary in German and in other languages, look for evidence that they are able to recognize similarities and differences.

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.2 affirming and valuing diversity (continued)</p> <p>3.2.2 <i>General Language Knowledge</i></p> <ul style="list-style-type: none">❖ recognize that languages can be grouped into families based on common origins❖ recognize that languages using the same writing system may have differing pronunciations for the same letters/symbols <p>3.2.3 <i>Awareness of Canadian Culture</i></p> <ul style="list-style-type: none">❖ recognize and identify similarities between Canadian and German cultures	<p>➤ Point out the origins of the German language and the English language.</p> <p>➤ In groups have students find a list of words in German and another language (e.g., English, Dutch, Swedish) that have similarities in spelling and/or sound. Have students draw conclusions about families of languages. Compose a chart as a classroom activity.</p> <p><i>Extension:</i> Invite students who speak other languages to contribute to the lists.</p> <p>➤ Ask students to brainstorm a list of special events celebrated by their families. Have each student choose an important family celebration and create a poster representing it. Students then present their celebrations to the class, using their posters as prompts, and the class completes a Celebrations of Our Class table. Headings should be in German and might include:</p> <ul style="list-style-type: none">• <i>Festtag</i>• <i>Datum</i>• <i>Beschäftigungen</i> <p>Have students then choose a German-speaking country, research one important celebration, and prepare a poster describing/illustrating the celebration. Students should discuss similarities between their family celebrations and those of the German-speaking world (<i>BC Resource Package</i>, 26).</p> <p>➤ Explore the role that soccer plays in the culture of many German-speaking countries. Have students also examine the national sports of other countries and their importance in culture (e.g., hockey in Canada, etc.).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students examine grammatical structures and vocabulary in German and in other languages, look for evidence that they are able to recognize similarities and differences.

- As students describe family celebrations and events, they can show their awareness of similarities across cultures through representations such as the following:
 - Venn diagrams showing common and unique features
 - picture charts comparing features of activities in German-speaking cultures with related activities in other cultures
 - collages of pictures, symbols, and words from a variety of cultures, based on a common theme (e.g., greeting words, festive occasions, family celebrations, such as birthdays and weddings, names)
- Before students begin, discuss criteria such as the following:
 - number of features
 - logic of associations
 - accuracy of their portrayals of cultural aspects

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.2 affirming and valuing diversity (continued)</p> <p>3.2.4 <i>General Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ recognize that culture is expressed through a variety of forms (e.g., behaviour, stories) <p>3.2.5 <i>Intercultural Skills</i></p> <ul style="list-style-type: none">❖ cope with simple experiences of culture shock in the classroom (e.g., use of German language in the classroom)	<ul style="list-style-type: none">➤ Bring a variety of artifacts from German-speaking countries into the classroom. ➤ Discuss stereotypes and how they can limit people. Provide students with pictures that show stereotypes of Canada (e.g., RCMP in red uniforms, Aboriginals in wilderness settings, etc.). Ask students how representative these pictures are of Canadian culture. Then provide students with stereotypical pictures of German culture (e.g., older bearded German man in <i>Lederhosen</i> and a Bavarian hat). Discuss with students how accurate these images might be.
<p>3.3 personal and career opportunities</p> <p>3.3.1 <i>German Language and Cultures</i></p> <ul style="list-style-type: none">❖ identify personal reasons for learning German ❖ identify some places that they could visit where German is spoken	<ul style="list-style-type: none">➤ At the beginning of the course, have students respond to the question: Why study German? This can be done as a brainstorming activity. Display a poster in the classroom with the responses given by the students. ➤ Plan a field trip where student will encounter German being spoken (e.g., German stores, <i>Kinderschule</i>, restaurants).



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Note students’ participation in and response to creative works. Students may show their interest by
 - being attentive when a new activity is introduced
 - taking risks to take part in creative activities
 - suggesting that the class repeat or extend creative activities they have enjoyed (*BC Resource Package, 25*)

- Observe the extent to which students
 - show sensitivity towards classmates, the community, and current events
 - listen attentively to and acknowledge opinions that are different from their own

- Have students respond in a learning log to the following questions:
 - What are the most important reasons for learning German, for you personally?
 - Did you see new or different reasons for learning German, based on the class discussion? If so, which of these would you now consider as personally important?
 - What advantages are there to learning world languages? How might this benefit you in the future?



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.3 personal and career opportunities (continued)</p> <p>3.3.2 <i>German Language and Cultures</i></p> <ul style="list-style-type: none">❖ suggest some reasons for learning an additional language	<p>➤ Provide students with maps and atlases. In groups, have students make a list of the countries or label maps where German is spoken and where languages other than English are spoken.</p> <p>In their groups, have students discuss the following question: What are the purposes of learning world languages?</p>



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

SUGGESTED LEARNING RESOURCES



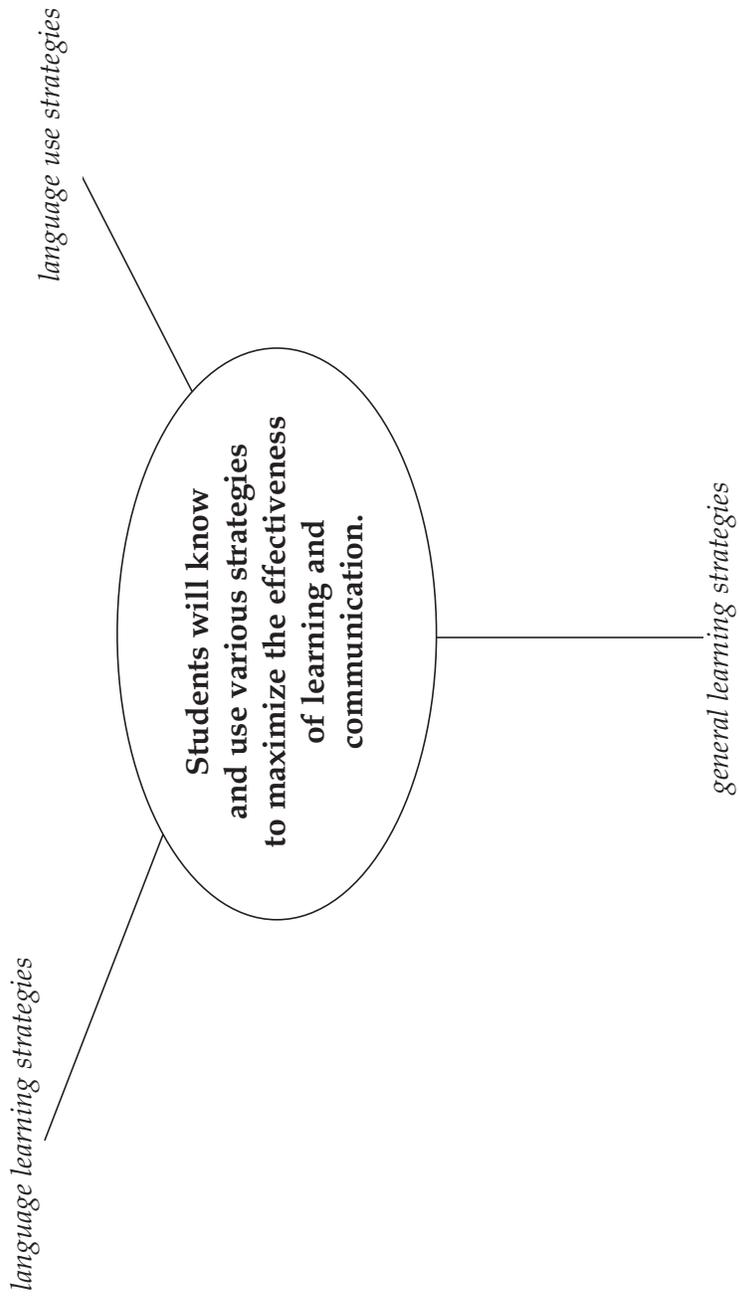
NOTES

STRATEGIES
GRADE 7





Strategies





STRATEGIES

General Learning Outcome 4: Students will know and use various strategies to maximize the effectiveness of learning and communication.

Under the Strategies heading are specific learning outcomes that will help students learn and communicate more effectively. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but also with strategies for language learning, language use in a broad sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the conscious use of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands. Each strand deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive, and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, and productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude, and cultural background. Strategies that work well for one person may not be effective for another person or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular course. Consequently, the specific learning outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies in Appendix E. The specific strategies provided in the comprehensive list are not prescriptive but are provided as an illustration of how the general strategies in the specific learning outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>General Learning Outcome 4: Strategies</p> <p>Students will know and use various strategies to maximize the effectiveness of learning and communication.</p> <p>4.1 language learning</p> <p>4.1.1 <i>Cognitive</i></p> <ul style="list-style-type: none">❖ use simple cognitive strategies, with guidance, to enhance language learning (e.g., memorize new words by repeating them silently or aloud, make personal dictionaries, recognize cognates) <p>4.1.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ use simple metacognitive strategies, with guidance, to enhance language learning	<p>➤ Ask each student to create and maintain a personal dictionary. As new German words are learned, encourage students to illustrate them in their dictionaries with drawings or magazine clippings (<i>BC Resource Package, 12</i>).</p> <p>➤ Have students discover how their own effort to participate daily in class will enhance their learning. At the end of the class, have students rate their performance on aspects of their daily communication.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Check 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

- At the end of class, have students complete a learning log to rate their performance on aspects of their daily oral communication. Items might include the following:
 - I volunteered questions and information. (never, seldom, frequently)
 - I practised new vocabulary and patterns. (never, seldom, frequently)
 - I talked only in German. (not at all, some of the time, most of the time, all the time)
 - I tried to correct my mistakes. (not at all, some of the time, most of the time, all the time)
 - I supported and encouraged others. (not at all, some of the time, most of the time, all the time)



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.1 language learning (continued)</p> <p>4.1.3 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ use simple social and affective strategies, with guidance, to enhance language learning (e.g., seek assistance, understand that making mistakes is a natural part of language learning) <p>4.2 language use</p> <p>4.2.1 <i>Receptive</i></p> <ul style="list-style-type: none">❖ use simple reading and listening strategies, with guidance, to aid comprehension (e.g., illustrations, cognates, words with capital letters) <p>4.2.2 <i>Productive</i></p> <ul style="list-style-type: none">❖ use simple speaking and writing strategies, with guidance (e.g., mimic what others say or write)	<ul style="list-style-type: none">➤ Have students work in pairs in order to read and understand a simple story in German. Have students then share reading comprehension strategies and write down the new strategy that they learned. ➤ Read a story to the students. Have students show understanding of the story by drawing a picture about the story. ➤ Before reading an illustrated text, have students examine the pictures and guess what the text might be about. Have students confirm or refute their guesses as they read the text. ➤ Provide opportunities for students to make reference to bilingual dictionaries to complete a variety of tasks. Teach students effective uses of bilingual dictionaries (e.g., abbreviations for masculine and feminine, where to find verb conjugations, how to choose from several words given as a translation, etc.).



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Check that students are aware of how working in pairs benefits their abilities to understand and to complete tasks.

- As students draw their pictures, look for evidence that
 - the picture reflects characters, events, setting, or other details of the story
 (See story assessment criteria in Classroom Assessment, p. 16.)

- As students use illustrations to predict meaning, look for evidence that they are able to
 - use clues in illustrations to make predictions
 - confirm or refute predictions based on reading

- Look for evidence that students are using resources
 - with more frequency
 - with greater independence
 - more effectively



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.2 language use (continued)</p> <p>4.2.3 <i>Interactive</i></p> <ul style="list-style-type: none">❖ use simple interactive strategies, with guidance (e.g., indicate lack of understanding verbally or non-verbally, ask for repetition)	<ul style="list-style-type: none">➤ As a class, have students listen to and sing simple German songs. As they sing along with the recording, ask them to mime and use gestures to represent and interpret the lyrics (<i>BC Resource Package</i>, 16).➤ Involve students in TPR (Total Physical Response) activities (see <i>Teaching and Learning</i>, p. 98).➤ Invite students to participate in the game “<i>Simon sagt</i>” (“Simon says . . .”)
<p>4.3 general learning</p> <p>4.3.1 <i>Cognitive</i></p> <ul style="list-style-type: none">❖ use simple cognitive strategies, with guidance, to enhance general learning (e.g., connect what they already know with what they are learning)	<ul style="list-style-type: none">➤ Provide students with 15–20 words on a theme to be studied (Word Splash). Have students identify words whose meanings they think they understand and those they do not understand. Students then work in pairs sharing definitions and searching for information on words they do not understand (<i>Manitoba Education and Training, Grades 5 to 8 English Language Arts: A Foundation for Implementation, Strategies–40</i>). Have students use five words in simple sentences.
<p>4.3.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ use simple metacognitive strategies, with guidance, to enhance general learning (e.g., decide to attend to the learning task)	<ul style="list-style-type: none">➤ Invite students to maintain a learning log. Students respond to questions such as: “How do you learn best (e.g., visually, orally, listening, speaking, etc.)?” / <i>Wie lernst du am besten? (beim Hören, beim Sprechen, beim Sehen).</i>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- While students are learning German songs, look for evidence that students are
 - curious about the meanings of songs
 - trying to match their interpretations to the meanings or moods

- As students participate in TPR activities, look for evidence that they are able to
 - listen actively to follow instructions
 - follow the leader’s instructions with correct movements

- Have students use their learning logs to examine
 - words they already understood
 - how closely they were able to guess the meanings of words
 - how the new words relate to themes studied

- Take in students’ learning logs from time to time. Students’ logs could include the following:
 - observations and reflections about their learning
 - personal language goals
 - strategies that work well for them

Assessment criteria for the learning log could include the following:

 - Does the student use the log regularly?
 - Does the student show signs of understanding his/her personal learning style?

SUGGESTED LEARNING RESOURCES



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.3 general learning (continued)</p> <p>4.3.3 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ use simple social and affective strategies, with guidance, to enhance general learning (e.g., seek help from others)	<p>► Before students begin work in cooperative groups, work with students on specific cooperative skills. Provide students with examples of phrases or expressions in German that would be appropriate for specific skills (e.g., encouraging each other, taking turns, etc.).</p> <p>Teach students German words of encouragement (e.g., <i>Gut, Gut gemacht, Fantastisch, Super</i>).</p>



SUGGESTIONS FOR ASSESSMENT

- Provide students with self and peer assessment forms for the cooperative group work that takes place in Appendices C, D, and E of this section.

SUGGESTED LEARNING RESOURCES

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NOTES

APPENDICES
GRADE 7

Appendix A

My Presentation of Narrative Text / *Meine Präsentation eines erzählenden Textes*

Name/Name _____ Date/Datum _____

	Yes / Ja	No / Nein
• Did I have a clear beginning?/ <i>beginnt mit einer Einleitung.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I include details in order for the middle?/ <i>erzählt die Begebenheiten der Reihe nach.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I have a strong ending?/ <i>zieht Schlüsse.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I name characters?/ <i>macht Hauptfiguren durch ihre Namen erkennbar.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I describe characters?/ <i>vergleicht und unterscheidet die Hauptfiguren voneinander in einigem Detail.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I describe the setting?/ <i>identifiziert den Schauplatz durch Angabe von Zeit und Ort.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I use visual aids?/ <i>benutzt Anschauungsmaterial.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I use audio aids?/ <i>benutzt Audiomaterial.</i>	<input type="checkbox"/>	<input type="checkbox"/>

My Presentation of Narrative Text / *Meine Präsentation eines erzählenden Textes*

Name/Name _____ Date/Datum _____

	Yes / Ja	No / Nein
• Did I state the purpose of the presentation?/ <i>erklärt den Zweck der Präsentation.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I introduce the topic?/ <i>identifiziert das Thema.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I provide background information for the topic?/ <i>gibt Hintergrundinformation zum Thema.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I present the main ideas in appropriate sequence?/ <i>erzählt die Begebenheiten der Reihe nach</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I include descriptive details when appropriate?/ <i>schließt beschreibende Einzelheiten ein.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I have a strong closing statement?/ <i>vermittelt genug Auskunft zu diesem Thema.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I use visual aids: diagrams, charts, graphs, maps, timelines, illustrations, artifacts, models?/ <i>kommt zu einem klaren Schluss.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I use sound effects when appropriate?/ <i>benutzt Anschauungsmaterial: (Diagramme, Tabellen, Karten, grafische Organisatoren, Bilder, Modelle).</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I share enough knowledge about the topic?/ <i>benutzt Audiomaterial (Toneffekte).</i>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B

Prepare and Share a Report—Informational Text/ *Vorbereitung and Vermittlung eines Berichts von einem informationellen Text*

Content Organization/*Aufbau des Inhalts*

Have I/*Meine Präsentation wird::*

- stated the purpose?/*den Zweck der Präsentation erklären.*
- introduced topic?/*das Thema identifizieren.*
- provided background information?/*Hintergrundinformationen des Themas geben.*
- presented main ideas in sequence?/*die Begebenheiten der Reihe nacherzählen.*
- provided descriptive details?/*beschreibende Einzelheiten einschließen.*
- provided a strong concluding statement?/*starke abschließende Feststellung haben.*

Audiovisual Aids/*Anschaungs- und Audiomaterial*

I plan to use/*Ich werde benutzen:*

- visuals such as diagrams, charts, graphs, maps, timelines/*Anschaungsmaterial (Diagramme, Tabellen, Karten, grafische Organisatoren, Bilder, Modelle)*
- illustrations/*Illustrationen*
- cue cards/*Stichwortkarten*
- artifacts, models/*Artefakte, Modelle*
- sound effects or backgrounds/*Toneffekte, Hintergrundmusik oder Geräuschkulisse*

Delivery Plans/*Vortragspläne*

I plan to/*Ich werde:*

- use an engaging introduction/*mit einer gewinnenden Einleitung anfangen.*
- state a clear purpose for presentation/*den Zweck der Präsentation erklären.*
- speak clearly, with expression/*klar sprechen.*
- look at the audience when speaking/*während der Präsentation meinen Zuhörer ansehen.*
- have good posture/*gute Haltung haben.*
- use effective gestures/*wirkungsvolle Gestik benutzen.*
- develop an effective closing to my presentation/*eine starke abschließende Feststellung haben.*
- present for _____ minutes/*für _____ Minuten reden.*

Adapted from Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 5 – 387, Grade 5 – 388.

Appendix C

Wie wir in unserer Gruppe zusammenarbeiteten—Fassung A

Name _____ Datum _____

Gruppenmitglieder _____

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

In unserer Gruppe haben wir heute:

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

IMMER	MANCHMAL	SELTEN	NIE
-------	----------	--------	-----

2. aufeinander gehört.

IMMER	MANCHMAL	SELTEN	NIE
-------	----------	--------	-----

3. uns gegenseitig ermutigt.

IMMER	MANCHMAL	SELTEN	NIE
-------	----------	--------	-----

4. eigene Ideen und Meinungen beigesteuert.

IMMER	MANCHMAL	SELTEN	NIE
-------	----------	--------	-----

5. allen Gruppenmitgliedern geholfen, die Aufgabe zu verstehen.

IMMER	MANCHMAL	SELTEN	NIE
-------	----------	--------	-----

6. alle mitgearbeitet.

IMMER	MANCHMAL	SELTEN	NIE
-------	----------	--------	-----

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

IMMER	MANCHMAL	SELTEN	NIE
-------	----------	--------	-----

Eine der Schwierigkeiten, die wir hatten, war:

Um diese Schwierigkeit zu lösen, haben wir:

Appendix D

Wie wir in unserer Gruppe zusammenarbeiteten—Fassung B

Name _____ Datum _____

Gruppenmitglieder _____

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

1. Wir haben uns die Meinungen und Ideen Anderer angehört.

IMMER	MANCHMAL	SELTEN	NIE
-------	----------	--------	-----

2. Wir haben unsere Ideen und Meinungen beigesteuert.

IMMER	MANCHMAL	SELTEN	NIE
-------	----------	--------	-----

3. Wir haben über unsere Ansichten und Gefühle diskutiert.

IMMER	MANCHMAL	SELTEN	NIE
-------	----------	--------	-----

4. Wir haben Ansichten und Gefühle der Gruppenmitglieder in anderen Worten wiedergegeben.

IMMER	MANCHMAL	SELTEN	NIE
-------	----------	--------	-----

5. Wir haben höflich widersprochen.

IMMER	MANCHMAL	SELTEN	NIE
-------	----------	--------	-----

6. Wir konnten zu einem Konsensus kommen.

IMMER	MANCHMAL	SELTEN	NIE
-------	----------	--------	-----

7. Wir haben unsere Zeit wirksam ausgenutzt.

IMMER	MANCHMAL	SELTEN	NIE
-------	----------	--------	-----

Was hast du oder was haben andere Mitglieder eurer Gruppe getan, um Gruppenharmonie zu schaffen?

-
-
-
-

Appendix E

Wie war unsere Gruppenarbeit? Fassung A

Name _____ Datum _____

Gruppenmitglieder _____

**Kreuze ein
Kästchen an.**

Ja Nein

Wir haben Ideen beigetragen.	<input type="checkbox"/>	<input type="checkbox"/>
Wir haben Anderen zugehört.	<input type="checkbox"/>	<input type="checkbox"/>
Wir haben Fragen gestellt.	<input type="checkbox"/>	<input type="checkbox"/>
Wir haben Andere ermutigt.	<input type="checkbox"/>	<input type="checkbox"/>
Wir haben höflich widersprochen.	<input type="checkbox"/>	<input type="checkbox"/>
Wir sind beim Thema geblieben.	<input type="checkbox"/>	<input type="checkbox"/>
Wir haben Gruppenziele gesetzt.	<input type="checkbox"/>	<input type="checkbox"/>
Wir haben als eine Gruppe über unseren Fortschritt nachgedacht.	<input type="checkbox"/>	<input type="checkbox"/>

Unsere Gruppe hat Folgendes gut gemacht:

-
-
-
-

Unsere Ziele für das nächste Mal sind:

-
-
-
-

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

-
-
-
-

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

-
-
-
-

NOTES