Grade 9 to Grade 12 German Language and Culture

A Foundation for Implementation

Manitoba

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A Foundation for Implementation

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Development Team

Cathrine Froese-Klassen	Director, Centre for Gifted Education, Univeristy of Winnipeg Former Teacher, John Taylor Collegiate St. James-Assiniboia School Division
Heidi Reimer	Freelance Educator Tutor/Marker for Hutterian Schools, Teacher Mediated Option, Distance Learning Former Teacher of German, Kildonan East Collegiate, River East-Transcona School Division
Tony Tavares	Consultant, Diversity Eduction and International Languages Instruction, Curriculum and Assessment Branch Manitoba Education, Citizenship and Youth

Manitoba Education, Citizenship and Youth Staff
School Programs Division

Lee-Ila Bothe Coordinator	Document Production Services Educational Resources Branch
Lynn Harrison Desktop Publisher	Document Production Services Educational Resources Branch
Irene Klotz Administrative Assistant	Learning Support and Technology Unit Instruction, Curriculum, and Assessment Branch
Cheryl Prokopanko Coordinator	Learning Support and Technology Unit Instruction, Curriculum, and Assessment Branch
Tony Tavares Consultant	Learning Support and Technology Unit Instruction, Curriculum, and Assessment Branch

Grade 9 to Grade 12 German Language and Culture

Introduction

INTRODUCTION

German Language in the World

German is one of the top ten languages spoken in the world. Approximately 95-100 million people speak German as their first language. German is the official language of Germany, where it is spoken by approximately 75 million people; Austria, where it is spoken by approximately 7.5 million speakers; and the Principality of Liechtenstein. It is one of the four official languages of Switzerland, and one of the three official languages of Luxembourg and Belgium. In addition, it is an important minority or regional language in many countries in Europe, such as Italy (where it has official recognition), France, Denmark, the Baltic republics, Belarus, the Czech Republic, Hungary, Poland, Russia, Slovakia, Romania, and Ukraine. It is also an important regional or minority language outside of Europe. It is spoken in Namibia, which is a former German colony in Africa, and in the Americas. In the U.S., the Amish and some Mennonites speak a dialect of German. *Ethnologue* estimates that there are 28 million second-language speakers of German worldwide. It is one of the twenty official languages of the European Union. .

German was once the lingua franca of central, eastern, and northern Europe. Today, it is the second most studied language in Europe and Asia. In the United States, German is the third most commonly taught language in schools and universities. The popularity of German is supported by the wide availability of German television in Europe.

History of German Immigration to Manitoba

Immigrants from Germany or of German-speaking origin have played an important part in shaping our nation and province. The first historical record of settlers of German-speaking origin was made in 1816-17 when Lord Selkirk dispatched some 100 German-speaking Swiss mercenaries of the de Meuron and the de Watteville regiments to help protect and populate the Red River Settlement. Thousands more new immigrants followed and homesteaded on the Prairies in the late 1800s, and many of them were of German origin. These settlers often came not from Germany itself, but from Russia, the Austro-Hungarian empires, and the Balkan countries, where German colonies had been established in the eighteenth century.

Mennonite immigrants, primarily from the Palatinate (Germany) and from Russia (including the region that is now Ukraine), have been an important part of the German-speaking community in Manitoba since 1874. By 1890, census information indicated that 12,000 Mennonites lived in southern Manitoba along with 6,000 Germans, of whom 1,600 lived in or around Winnipeg.

Today German-speaking immigrants continue to be an important component of new arrivals to Manitoba. Since 2002, Germany has been the second most important source country for new immigrants coming to Manitoba. In 2006, 1,620 immigrants or approximately 16% of immigrants arriving in Manitoba were from Germany, maintaining its status as the second top source country for immigrants to Manitoba.

German Ethnicity and the German Language in Canada

People of German-speaking origin continue to play a significant role in contributing to the diversity that is a characteristic of Canadian and Manitoban society. In the 2006 Census of Canada, 3,179,425 individuals reported having German ethnic origins, either solely or in part. Of these, 216,775 were from Manitoba. In the same 2006 census, 450,570 Canadians (67,030 of whom were living in Manitoba) reported that German was their mother tongue. German was one of the most frequently reported mother-tongue languages among first- and second-generation Canadians from European backgrounds.

Background

In 2000, the *Common Curriculum Framework for International Languages, Kindergarten to Grade 12* was developed through the cooperative efforts of the provinces of Saskatchewan, Manitoba, and Alberta, under the auspices of the Western Canadian Protocol for Collaboration in Basic Education. The intent of that document was to provide a common foundation and support for the development of curricula for international language programs.

Subsequently, drafts of *Program of Studies: German Language and Culture Grade 7 to Grade 9* and *Program of Studies: German Language and Culture 10-20-30* were developed for use in the province of Alberta. These documents provided the basis, with some adaptations, for the WNCP *German Language and Culture, Six-Year Junior/Senior High School Program* curriculum document. To support the implementation of this new curriculum, the *German Language and Culture, Six-Year Junior/ Senior High School Program: Implementation Manual* was developed collaboratively by the provinces of Alberta, Saskatchewan, and Manitoba. The *Grade 9 to Grade 12 German Language and Culture: A Foundation for Implementation* is an adaptation of that manual for use in Manitoba.

Purpose

This implementation manual will assist educators as they

- plan for instruction that supports student achievement of the learning outcomes
- monitor student progress in achieving the learning outcomes
- select learning resources to support their professional development
- select student learning resources to enhance instruction and assessment

Educators, administrators, and parents may use this document in a variety of ways.

Teachers (Educators)

Classroom teachers will find theoretical information and research concepts in the German Language and Culture: Implementation Overview. Specific programming and classroom information are found in Achieving the (Grade 9 to Grade 12) Learning Outcomes.

Administrators

Administrators will find essential information in the German Language and Culture: Implementation Overview, and Achieving the (Grade 9 to Grade 12) Learning Outcomes. These sections may be of particular value in

- developing a programming plan for a school
- identifying directions for professional development
- developing school/divisional assessment policies and procedures
- selecting professional resources

Parents

Parents may be directed to German Language and Culture: Implementation Overview for information about German as an international language and about second language learning in general. Achieving the (Grade 9 to Grade 12) Learning Outcomes provides grade-specific information and insights into classroom practices.

NOTES

GRADE 9 TO GRADE 12 GERMAN LANGUAGE AND CULTURE

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The Benefits of Second Language Learning*

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

The 1990s have also been characterized as the "Decade of the Brain." Increased research on brain development throughout the 1990s has focused attention on the learning process and developmental issues. Some of this research has analyzed the effect of language acquisition on the brain. The results of these studies have generated media interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial. A summary of the many benefits of learning a second language follows.

Personal Benefits

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

* Adapted: <http://www.languagemagazine.com/internetedition/nd99/pg23.html> Kathleen M. Marcos, Assistant Director, ERIC Clearinghouse on Languages and Linguistics Center for Applied Linguistics. Adapted from "Second Language Learning: Everyone Can Benefit." *K-12 Foreign Language Education: The ERIC Review*, Volume 6, Issue 1, fall 1998. <http://www.accesseric.org/resources/ericreview/vol6no1/langlern.html#1>

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

Cognitive Benefits

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

Academic Benefits

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

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

Societal Benefits

Bilingualism and multilingualism have many benefits to society. Canadians who are fluent in more than one language can enhance Canada's economic competitiveness abroad, maintain its political and security interests, and work to promote an understanding of cultural diversity within our nation. For example, international trade specialists, overseas media correspondents, diplomats, airline employees, and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, healthcare providers, customer service representatives, and law enforcement personnel also serve their constituencies more effectively when they can reach across languages and cultures. Developing the language abilities of the students now in school will improve the effectiveness of the work force later.

The Benefits of Learning German Language and Culture

In this century, different languages and cultures will increasingly influence our lives and our ability to work and collaborate with others in our global village. German is and will continue to be an important world language, and knowing the German language and culture will be an important aspect of national and international communication. Over 100 million people throughout the world speak German and it is one of the top 20 languages most frequently spoken as a first or additional language. Today, German is an important second or additional language in the Americas, Africa, Asia, and Europe.

German is also an important language in North America. Many Canadians and Americans are of German-speaking origin, and German is frequently reported as a mother tongue in both countries. In Manitoba, over 67,000 people reported German as their mother tongue in 2006.

In Canada, our social and economic connections with the German-speaking world are growing and developing at an exponential rate. In the last three decades, there has been a significant increase in Canadians of German-speaking origin.

There are other reasons to consider learning German:

- *A world language*: Over 100 million people speak German, and it is one of the top ten languages most frequently spoken as a first or additional language. It is a important language for science, politics, the arts, tourism, and business and trade in both Europe and throughout the world.
- *Better understanding of English*: English has much in common with German. English and German both descended from the West Germanic language, though their relationship has been obscured by the great influx of Norman French words to English as a consequence of the Norman Conquest of England in 1066, and other developments in the German language. Because of this relationship some English words are identical to their German lexical counterparts, either in the spelling, in the pronunciation, or both. In addition English has been influenced by German immigration to North America and Germany's impact on the sciences, literature, and

other areas has resulted in many English words being borrowed directly from German. Therefore, studying German will provide insights into the English language and vocabulary. Similarly, both German and English share Indo-European roots, so their grammars are similar. The learning of English grammar is enhanced by studying the grammar of another language, for that study forces you to think about how your language is structured.

- *Knowing our neighbors:* Many Canadians and other North Americans are of German-speaking origin. Knowing German enhances our opportunities to communicate with our neighbours in North America and throughout the world.
- *Cultural understanding:* Knowing another language gives us a window into that culture's way of knowing and being. In our increasingly interdependent and connected global society, cultural understanding is critical. Knowing the German language and culture will provide insights into how contemporary Canadian and American culture was shaped.
- *Learning other languages:* If you learn German, you will have a head start in learning other Germanic languages, such as Frisian, Dutch, Flemish, Afrikaans, Yiddish, Danish, Faeroese, Icelandic, Norwegian, and Swedish.
- *German literature, the arts, science, politics, music, and film:* Germany also offers a wealth of literature, both modern and traditional. German-language films continue to receive praise from the film industry and viewers. German-speaking artists, authors and writers in almost every field, and scientists have influenced the world we live in today. Learning German provides the opportunity to delve directly into this very important and rich artistic, cultural, and scientific heritage.
- *Employment opportunities:* Canadian companies and businesses provide services or have subsidiaries in Latin America. The reverse is also true. Many Latin American countries are important trading partners with Canada and the United States. German is useful for those planning a career in one of the helping professions and any occupation that involves international trade, communications, or tourism.
- *Travel and tourism:* Because there are so many German-speaking countries and making travel arrangements to them is relatively easy, many Canadians frequently visit German-speaking countries. While it is possible to visit German-speaking countries and get by with English only, speaking German provides greater opportunities to meet new people, communicate with local people, and gain insights into the communities and cultures.
- *Easy for English speakers to learn:* Because of its Latin roots, a similar alphabet, and regular pronunciation rules, German is one of the easiest languages for an English speaker to learn. Spelling of German words closely corresponds to their pronunciation. Mastering German grammar may, however, present a bigger challenge for speakers of English.

The Second/International Language Learner

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates and in different ways throughout a learner's stages of growth, developing progressively according to individual characteristics and criteria. Students enhance their language abilities by applying their knowledge of language in ever new and more complex contexts with ever increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding.

Middle/Senior Years Learners

Language and literacy development begins with the child's earliest experiences with language. The development of oral language, reading, writing, viewing, and representing are interrelated processes. Early years learners actively engage in acquiring language and constructing their own understandings of how oral and written language works. Language learning in the early years is fostered through experience and play. Social interaction is also a vital part of the students' social, emotional, intellectual, and linguistic development.

The middle years may be an especially significant and challenging time for both learners and teachers. Myriam Met argues the following:

> Middle school students are characterized by a number of developmental changes—physical, social, emotional, and cognitive. These changes and the feelings they bring about have implications for language instruction and learning. Great care should be exercised in activities that require students to generate physical descriptions or comparisons. Students may feel awkward about their appearance, may be reluctant to stand before the class for individual presentations, and should be allowed more sheltered opportunities such as small group or student-teacher interaction. The need for movement necessitates activities that physically engage students. Hands-on materials and manipulatives provide opportunities for movement while addressing the needs of kinesthetic and tactile learners. Group work allows students to move about the room. In middle school classrooms, it is not unusual to see small groups of students stretched out or seated on the floor.
>
> Piaget has suggested that the middle years are the time children move from the stage of concrete to formal operations. How new concepts are acquired will be influenced by maturational development. The difficulty many middle school students experience in mastering abstract grammar concepts may not be as much a reflection of aptitude as of cognitive maturity. These students will benefit more from concrete experiences, such as vocabulary presented through direct experiences, manipulation of real objects, and pictures, all set in a meaningful context. ("Middle Schools" 2–3)

Middle and senior years learners need many of the same classroom and school supports that create a welcoming and motivating learning environment for younger learners. However, there are some significant differences between older second language learners and younger ones. First, there is evidence from brain research that older second language learners use related but different parts of their brain to learn a second language. This suggests a different learning process, one that is more dependent on the

student's first language. Research suggests that older learners are able to "transfer" many first language skills to their second or additional language (Curtiss; Johnson and Newport).

However, their first language will influence skills in the new language in terms of accent, intonation, and other factors. This does not mean that older students will be less able to become proficient in the additional language, only that some aspects of their first or dominant language will carry over into their second language. Equally important is the overall exposure and opportunity to use the language in everyday situations. The more time devoted to language learning the greater the proficiency achieved (Curtain and Pesola).

Factors That Influence Multilingual Development

It is important that teachers and parents recognize that there are a number of personal factors or individual characteristics which affect learners and their capacity to learn an additional language. These factors are beyond the control of the teacher or school, but are important to consider as they are one of the reasons learners will acquire language at different paces. Tracey Tokuhama-Espinosa identifies ten key factors that have an impact on individual learners. The ten key factors include aptitude, timing, motivation, strategy, consistency, opportunity, the linguistic relationship between the languages, siblings, gender, and hand-use. For the purpose of this document we will look at nine of the factors which are most relevant for language learners in senior years settings.

Aptitude: Every individual is born with a certain aptitude for different life skills. Aptitude is based on inherited genes. While teachers cannot influence how much aptitude a learner has, they can make the most of what does exist, and shore it up by using the other nine factors.

Timing: This refers to the windows of opportunity in a person's life when second language learning is facilitated by various factors. Research has shown that the preschool years and the period up to approximately age 12 are a particularly important period in children's linguistic development. During this period and especially during the first three years of life, the foundations for thinking, language, vision, attitudes, aptitudes, and other characteristics are laid down. Since 50 percent of the ability to learn is developed in the first years of life and another 30 percent by age eight, early childhood development programs have the opportunity to encourage early learning and development. This does not mean, however, that 50 to 80 percent of one's intelligence, wisdom, or knowledge is formed during early childhood. It simply means that during the first few years of life, children form their main learning pathways in the brain (Bloom). There are six main pathways to the brain. They include learning by sight, sound, taste, touch, smell, and doing (Dryden and Vos). Later in life, everything an individual learns will grow from the information gained during these early years. Between four and seven years old is a wonderful window for learning new languages. Learners who enter German Language and Culture programs with bilingual or multilingual early childhood and school experiences may initially have an advantage or

progress more rapidly than monolingual children. The learning of an additional language in the senior years may be more challenging for certain learners. However, it is equally important to recognize that older learners benefit from their increased knowledge and experience of the world, as well as their first language literacy and language skills. Older learners have a more extensive and well-developed range of first language skills which they can apply to their second language learning.

The debate over whether it is better to begin learning a second language at an early age or to wait until students are more mature has not been resolved. There is, however, some evidence in support of starting second language learning early. As indicated earlier there is evidence that there are some differences in the brain processes between learning a second language as a young learner and as an older learner. Students who begin learning at an earlier age have a greater exposure to the language over time. Older learners are more likely to reflect aspects of their first language, especially in their oral production in terms of intonation, register, and rhythm of speech. Although the increased cognitive abilities of older students may, in part, compensate for the reduced amount of time spent on language learning in the case of late entry, students cannot be expected to attain the same level of skill and knowledge as those who begin in kindergarten or grade one.

Motivation: Learners' preparedness for learning international languages is partially dependent on their motivation, which includes both positive and negative, as well as internal and external factors, such as how a student feels about the language being learned, and the attitude of other significant persons such as parents and peers. A positive relationship with the language teacher facilitates communication and motivates students.

Strategy: In her study, Tracey Tokuhama-Espinosa found that families who had a well-developed plan that provided for good language learning opportunities were more successful in developing bilingual language skills. In a school setting, it is equally important that an effective instructional plan is in place for the implementation of German Language and Culture curricula.

Consistency: It is critical that second language learners are exposed to language learning opportunities in a consistent and continuous fashion. In a school setting this translates into the importance of scheduling German Language and Culture curricula to provide for well-sequenced and consistent language learning opportunities.

Opportunity: A student may have a great motivation to learn an additional language, but if they do not have the opportunity to practise it in meaningful situations, they will never truly become proficient. It is important that sufficient time be allocated for German Language and Culture during the school day. Students and parents can supplement and enhance classroom language learning experiences by seeking out or building opportunities for language learning in the home and in the community, as well as participating in related extra-curricular activities sponsored by schools.

The Linguistic Relationship between Languages: This simply means whether or not the language being learned and those that the learner is already fluent in share a common historical root. For example, German and English share roots, as do other Germanic languages, such as Dutch, Swedish, Danish, and Norwegian. If the learner's first language shares roots with the second language, then the second language is easier to learn due to the similarity of grammar, vocabulary, and sound systems and the fact that learners may more easily transfer their first language skills. It is important that teachers be aware of the linguistic diversity present in the classroom and the language skills of students. Such knowledge will enable teachers to respond to learner needs and characteristics much more effectively and will assist in assessing student learning.

Gender: There is evidence that women and men approach language learning from different parts of the brain. Men tend to localize language in the brain to a rather small and specific area and are relatively literal in their appraisal of conversations, whereas women tend to have their language skills spread out over a wider area of the brain, giving greater importance to things such as intonation, facial movements, and body language. Teachers need to consider gender differences in planning for instruction. It is important to use a variety of instructional approaches that respond to diverse student characteristics.

Hand-Use: Most people have their main language area of the brain in the left frontal and parietal lobes, but unexplainably, a small percentage (30%) of those who write with their left hand and 5% of those who write with their right hand may actually have language spread out over a greater area. This is not to say that this special group are better at international languages than others, but rather that they may favour different teaching methods.

While all ten factors affect all learners, they will do so in different ways. Such individuality is what gives researchers and educators awe at the human capacity for language, and what challenges policy makers and administrators to re-think an individual approach to language education.

Brain Research and Second Language Learning

Brain research has provided greater insights into how language learning happens or is processed in the brain and the significance for second language teaching. Researchers have conceptualized the brain as being composed of four distinct elements: the reptile brain, the emotional brain, the "little brain," and the thinking brain (Jensen; Dryden and Vos; MacLean). The brain stem, sometimes called the reptile brain, controls many of our body's involuntary functions such as breathing. The mammalian or emotional brain is located in the center of the brain and stores memory. Therefore, *learning is easier if it is made emotional or fun*. In fact, the door to learning is emotion (Jensen; MacLean; Dryden and Vos).

Where does thinking about the language we are learning take place? Our cortex, or thinking brain, includes the motor cortex and the sensory cortex. Within the cortex, there are many kinds of intelligence centers. Harvard psychologist Howard Gardner (Frames and speech) has spent many years analyzing the human brain and its impact on education, including language learning. Gardner says that we have several types of intelligence:

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

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

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

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

Visual Intelligence: The ability to memorize visually and use the imagination.

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

Social Intelligence: The ability to relate to others, used by salespeople and motivators.

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

Natural Intelligence: The ability to learn by exploring nature.

Implications for Language Learning

The implications of brain research and multiple intelligence theory to second language teaching are many.

1. *Learning is experiential:* We learn by engaging in real hands-on activities and tasks.
2. *Learning uses all senses:* Reinforce learning with pictures and sounds, learn by touching, learn by tasting, and learn by smelling (Dryden and Rose).
3. *Learning should be fun:* The more fun it is to learn a language, the more one will want to continue. Learning while playing is an effective way to learn because it creates emotional attachments, and emotion is the door to learning (Jensen; Dryden and Vos; Dryden and Rose).
4. *Learning is best when in a relaxed but challenging state:* Avoid stress. Research shows that 80 percent of learning problems are stress- related (Stokes and Whiteside).
5. *Learning through music and rhythm:* Music is an effective way to learn a new language. Often one can remember the songs learned in early childhood. We do so because lyrics combined with music are easier to learn (Lozanov; Campbell; Brewer and Campbell).

6. *Learning through action:* Learning activities that use the body and the mind together are powerful tools for learning. While traditionally, we encouraged students to sit all day long, we now know that we learn more when we move as we learn. Utilize learning strategies that include physical interaction and encourage students to dance and move to the rhythm when learning a second or third language (Gardner *Frames*; Doman; Dryden and Vos).

7. *Learning by engaging with others:* Having students practise a language by talking to each other over a meal, for example, is a great way to learn (Gardner *Frames*; Dryden and Vos).

8. *Learning by reflecting:* It is important to let children take time to "simmer." There is a silent stage to language learning. First children absorb the language. Later they begin to speak (Krashen *Fundamentals*).

9. *Learning by linking:* "The more you link, the more you learn" (Vos). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden and Vos). For example, link numbers and words in a playful way (Dryden and Rose). Reciting the numbers from one to ten in German in rhythm is an effective way to begin language learning—"*eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn.*"

10. Learning uses the whole world as the classroom: Real life experiences and situations engage learners, and bring meaning and context to the learning process (Dryden and Vos).

Considerations for Effective German Language and Culture Programs

International language programs are complex and multifaceted, providing a rich environment for the learning of language and culture.

Effective international languages learning environments are those in which

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

German Language and Culture courses strive to provide a rich language learning environment, stressing communicative competence, high academic achievement, and enriched cultural experiences that maximize student opportunities for learning.

Time

The amount of time allocated to German Language and Culture courses across western Canada may vary. Generally, these are optional courses or subjects. For the purpose of this Manitoba document, we have assumed that students at each grade level will experience 110 hours of classroom-based German language and culture instruction.

If the amount of time is reduced, then the expected level of achievement should be adjusted accordingly.

When planning for instructional time in German Language and Culture, administrators and teachers should carefully consider the impact of scheduling on the linguistic development of the students. In the middle years and senior years settings, it is recommended that German Language and Culture courses be scheduled to ensure maximum continuity of exposure to the language throughout the school year. If students lose contact with the language for long periods of time, whether on a weekly or a yearly basis, added time must be taken to review previously-learned material that may have been forgotten. Students benefit from using the language on a daily basis.

Prior Knowledge

The German Language and Culture curriculum assumes that the students will have limited or no previous knowledge of the German language upon entry into the program. In situations where the majority of students do have previous knowledge of the German language, schools may offer an accelerated program or may assess students and plan courses to suit the students' individual needs. In all cases, students' language levels should be assessed and programs adapted when necessary to meet individual language learning needs.

Students who already have a second language, particularly one that is related to the German language, will often learn additional languages more quickly and more easily than those beginning their study of a second language.

Class Groupings

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

Opportunities for Language Use and Real-Life Applications

Proficiency-based instruction, which focuses on what students can do with what they know, is critical. Classroom activities that engage students in meaningful and purposeful language use should predominate. Reports suggest that in middle schools where proficiency-based approaches are used, a larger and more diverse population of students experience success (Met "Middle Schools").

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

While it is important to have a rich language environment in the classroom, it is also important to attempt to provide co-curricular and extra-curricular activities during which students have the opportunity to use and develop their German language skills. Such school- and community-sponsored activities as language camps, visits to cultural facilities, pen pals, plays and performances, language clubs, school visits, and exchanges are important. It is also important to encourage students to continue the development of their German-language skills by using the language for personal enjoyment, listening to music, attending German cultural events and performances, and accessing and using self-study resources.

Choice of Topics and Tasks

The choice of learning topics and tasks should be guided by the needs, interests, and daily experiences of the students, as well as the recommended areas of experience. In the curriculum, different areas of experience and themes are suggested as possible organizers to guide the choice of tasks. The recommended areas of experience are reflected in the learning activities which form part of the next section, Achieving the Learning Outcomes.

Language of Instruction

It is expected that classes will take place in the German language in order to maximize exposure to the language. German language should dominate classroom interaction, whether the teacher or the students are speaking. Learners will sometimes use their first language, especially in the early stages of learning, but will move to the German language as they gain more skill and knowledge. There may be some situations where a few minutes of class time will be used for reflection on the learning process in English or for the development of cultural understanding or skills.

Program Support

Effective German Language and Culture classes depend heavily on collaboration among a range of stakeholders. Students, parents and parental organizations, teachers, school administration, central administration, ministries of education, members of the local community, members of German-speaking communities, post-secondary institutions, German cultural institutions, and other stakeholders all play crucial roles in supporting German language courses. Special attention needs to be paid to ensure that the opportunities for collaboration are maximized.

Resources

Planning lessons and assembling resources for German Language and Culture means more than finding a good text with accompanying workbook and audiotapes. As much as possible, students should work with all kinds of authentic audio and print materials and resources, including documents and texts that were designed for German speakers as well as materials prepared for second language learners. These resources should also be appropriate for the age, the developmental level, and the linguistic level of the students. Textbooks and materials should set accessible goals that provide learners with a sense of accomplishment and closure.

Other important characteristics of effective learning resources are:

- Materials should be flexible enough to accommodate the diversity found in schools—a variety of learning styles, interests, abilities, attention spans, and backgrounds.
- Activities should reinforce positive aspects of students' self-image.
- Learning should be made concrete through contextualized vocabulary presentations and the extensive use of visuals such as pictured vocabulary, videos, and charts.
- Exercises and activities should include hands-on student involvement, whether through the use of manipulatives or other forms of physical interaction.
- Instructional experiences should emphasize the development of understanding rather than the decontextualized memorization of vocabulary lists and grammar rules.
- Abstract concepts should be made accessible through concrete experience and scaffolding of complex tasks.
- Interaction with peers should be integrated into these materials to provide for the cognitive and social benefits of pair and group work.
- Materials should be seen by students as relevant to their interests. (Met "Middle Schools")

The Role of the Teacher

The teacher is the key to success in the German classroom. Effective teaching demands a broad range of teacher knowledge and skills both in the German language and in second language pedagogy.

German Language and Culture teachers must be proficient speakers of the language, have a good understanding of German culture, and possess a strong background in a variety of second language teaching methodologies. In addition, teachers will benefit from experience, professional development, and expertise in

- responding to diversity in the classroom and using multilevel groupings
- cooperative learning and student-centred learning
- multi-media and computer-assisted learning
- resource-based language learning

Teachers should continue to engage in professional development in order to maintain or improve their proficiency in the German language and keep their teaching skills current.

The classroom climate created by the teacher cannot be over-emphasized. Students will respond positively to an encouraging teacher and a warm, supportive, and accepting learning environment. Clear expectations and strong classroom management skills are necessary to allow students to perform to their potential.

Student Motivation

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

- instilling in each student a belief that s/he can learn
- helping students become aware of their own learning processes, and teaching them strategies for monitoring and enhancing these processes
- assigning tasks and materials of appropriate difficulty, and making sure that students receive the necessary instruction, modelling, and guided practice to be successful
- communicating assessment processes clearly so that students understand the criteria by which progress and achievement are measured
- helping students set realistic goals to enhance their learning
- helping students celebrate their own and classmates' learning progress and achievements within the school community and the broader community
- ensuring that instruction is embedded in meaningful learning events and experiences

- modelling personal enjoyment of German language learning, and communicating the value of learning another language for later success in the world beyond the classroom
- involving students in the choice of themes, topics, resources, and activities around which learning experiences will take place, to foster a sense of ownership
- creating inclusive, risk-free classroom communities where curiosity is fostered and active involvement in the learning process is valued and shared
- providing uninterrupted time for sustained engagement with appropriate German print and non-print resources
- providing collaborative learning experiences that enable students to exchange ideas and perspectives, develop a sense of purpose, and build a sense of community

The Physical Environment

The German Language and Culture classroom is the main instructional area in the school where German language teaching and learning occur. Its size, design, and contents should be able to accommodate a variety of language learning activities. Of course, a permanent location is preferred whether it is a special language room shared by several teachers or the German teacher's own classroom. This will provide learners with a sense of stability and familiarity; reduce the German teacher's preparation time, as all materials can be displayed in the classroom as necessary and stored in one location; and eliminate the inconvenience of transporting instructional materials. The physical layout of the room is best determined by the German Language and Culture teacher.

NOTES

Grade 9 to Grade 12 German Language and Culture

Achieving the Learning Outcomes

Contents *3*
Guide to Reading the Columns *3*
Integration of Outcomes *4*
Create a Context for Using Specific Learning Outcomes *5*
Use Learning Outcomes and Strategies Recursively *5*
The Four General Learning Outcomes *5*
Grade 9
Grade 10
Grade 11
Grade 12

Contents

The *Grade 9 to Grade 12 German Language and Culture: A Foundation for Implementation* identifies the prescribed general and specific learning outcomes by grade from the first to the fourth year. In addition, it provides suggestions for instruction, assessment, and the selection of learning resources to assist educators as they work with students to achieve the prescribed learning outcomes.

Guide to Reading the Columns

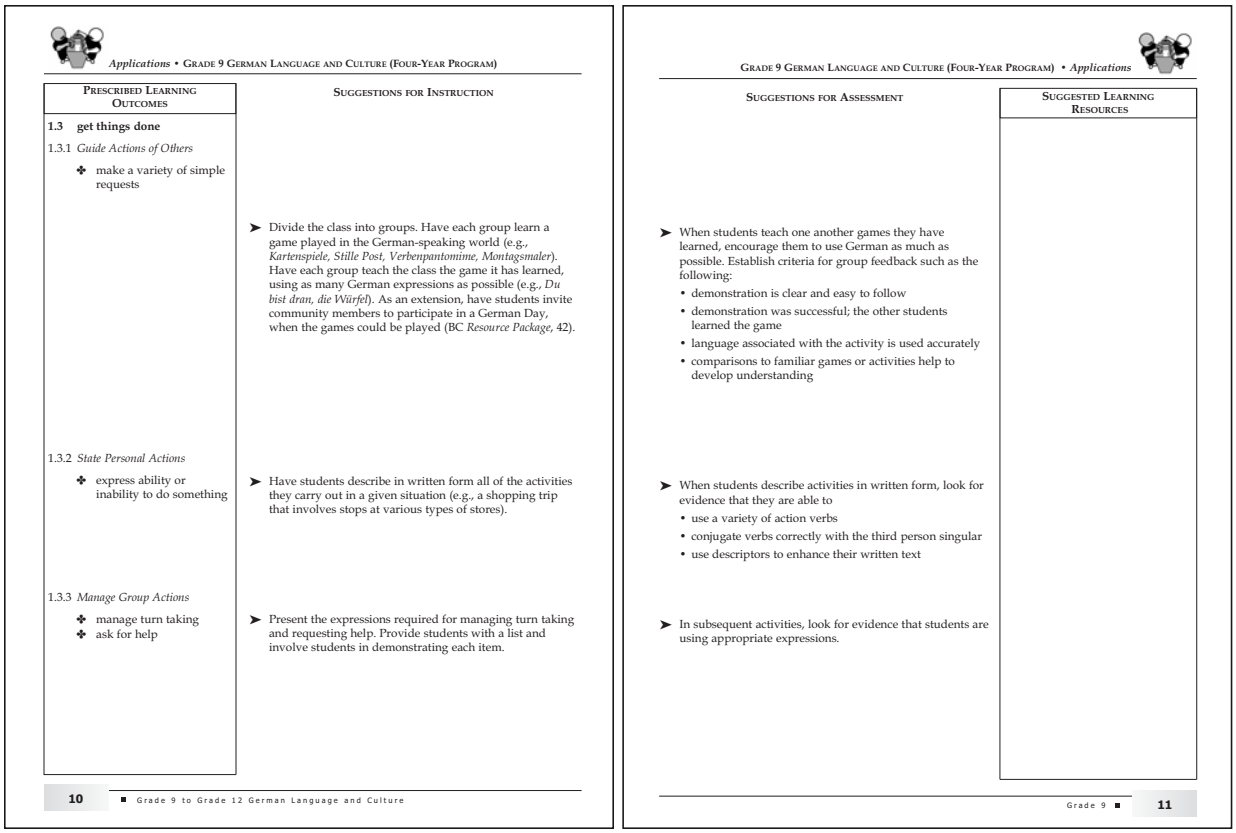
The General Learning Outcome, which is the same from Grade 9 to Grade 12, is listed at the top of the first page.

Column one on each page cites the heading for a cluster of specific learning outcomes in bold print, and the heading for the specific learning outcome in italics. The specific learning outcome is highlighted by an asterisk.

Column two includes examples of teaching and learning activities that help to illustrate the intent of the specific learning outcome, under the heading **Suggestions for Instruction**. German language samples of student materials related to the specific learning outcome may be included.

Column three includes suggestions for classroom assessment under the heading **Suggestions for Assessment**.

Column four provides suggestions for resources that German Language and Culture program teachers have used or reviewed in the development of this document and in their classrooms. These resources are listed under the heading **Suggested Learning Resources**. All resources listed can be found in either the References section of this document or in Appendix C found on page Appendices – 13. Further information on some of these resources can be found in the annotated bibliography of learning resources found at <www.edu.gov.mb.ca/ ks4/learnres/german/german_k-s4bib.pdf>.



Applications • GRADE 9 GERMAN LANGUAGE AND CULTURE (FOUR-YEAR PROGRAM)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.3 get things done	
1.3.1 *Guide Actions of Others*	
❖ make a variety of simple requests	➤ Divide the class into groups. Have each group learn a game played in the German-speaking world (e.g., *Kartenspiele, Stille Post, Verbenpantomime, Montagsmaler*). Have each group teach the class the game it has learned, using as many German expressions as possible (e.g., *Du bist dran, die Würfel*). As an extension, have students invite community members to participate in a German Day, when the games could be played (BC *Resource Package,* 42).
1.3.2 *State Personal Actions*	
❖ express ability or inability to do something	➤ Have students describe in written form all of the activities they carry out in a given situation (e.g., a shopping trip that involves stops at various types of stores).
1.3.3 *Manage Group Actions*	
❖ manage turn taking ❖ ask for help	➤ Present the expressions required for managing turn taking and requesting help. Provide students with a list and involve students in demonstrating each item.

10 ■ Grade 9 to Grade 12 German Language and Culture

GRADE 9 GERMAN LANGUAGE AND CULTURE (FOUR-YEAR PROGRAM) • *Applications*

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students teach one another games they have learned, encourage them to use German as much as possible. Establish criteria for group feedback such as the following: • demonstration is clear and easy to follow • demonstration was successful; the other students learned the game • language associated with the activity is used accurately • comparisons to familiar games or activities help to develop understanding	
➤ When students describe activities in written form, look for evidence that they are able to • use a variety of action verbs • conjugate verbs correctly with the third person singular • use descriptors to enhance their written text	
➤ In subsequent activities, look for evidence that students are using appropriate expressions.	

Grade 9 ■ 11

Integration of Learning Outcomes

The German Language and Culture documents (*Framework* and *Foundation for Implementation*) assume that the general and specific learning outcomes will be delivered in an integrated manner, even though the curriculum document itself is divided into numbered sections. Although the *Grade 9 to Grade 12 German Language and Culture: A Foundation for Implementation* contains four-column sections, the four-column section treats each specific learning outcome separately to provide suggestions specific to that learning outcome. In the classroom, single learning outcomes are rarely taught in isolation. Effective integrated German Language and Culture learning experiences typically address many learning outcomes simultaneously. Teaching vocabulary or grammar points in isolation is not an effective method. Activities designed to develop specific skills related to the form of the language should always be embedded in meaningful contexts where students will see the purpose for learning the skill and will have immediate opportunities to use the particular form in their own productions.

Create a Context for Using Specific Learning Outcomes

The specific learning outcomes listed in the four columns are not intended to be taught in the order in which they are written. Teachers are encouraged to select specific learning outcomes, both within a general learning outcome and across all four general learning outcomes, and to organize these learning outcomes into logical sequences for instructional activities. German Language and Culture instruction and assessment should always occur within meaningful literacy contexts. Teachers develop authentic instruction and assessment focused on specific learning outcomes while developing themes, inquiries, genre studies, projects, tasks, and other learning experiences.

Use Learning Outcomes and Strategies Recursively

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

The Four General Learning Outcomes

Applications

Students will use German in a variety of **situations** and for a variety of **purposes** to

- impart and receive information
- express emotions and personal perspectives
- get things done
- extend their knowledge of the world
- use the language for imaginative purposes and personal enjoyment
- form, maintain, and change interpersonal relationships

Language Competence

Students will use German **effectively** and **competently** to

- attend to form
- interpret and produce oral texts
- interpret and produce written texts
- apply knowledge of the sociocultural context
- apply knowledge of how text is organized, structured, and sequenced

Global Citizenship

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

- study historical and contemporary elements of German-speaking cultures
- affirm diversity
- explore personal and career opportunities

Strategies

Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication:

- language learning strategies
- language use strategies
- general learning strategies

Applications

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).

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.

Language Competence

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**.

Although the learning outcomes isolate 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.

Global Citizenship

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.

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.

Strategies

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 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. The specific strategies provided in the suggested activity 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.

Grade 9 to Grade 12 German Language and Culture

Grade 9

Applications *3*
Language Compentence *19*
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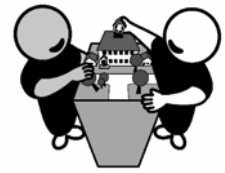
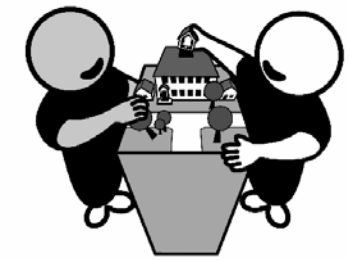
APPLICATIONS
GRADE 9



Applications



express emotions and personal perspectives

impart and receive information

get things done

Students will use German in a variety of situations and for a variety of purposes.

form, maintain, and change interpersonal relationships

extend their knowledge of the world

use the language for imaginative purposes and personal enjoyment

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
General Learning Outcome 1: Applications Students will use German in a variety of **situations** and for a variety of **purposes**. **1.1 receive and impart information** 1.1.1 *Share Factual Information* ✤ understand and respond to simple questions ✤ identify activities and events ✤ describe people, places, and things	➤ Form groups and give each student a city map, subway map, or a train or bus schedule written in German. Suggest that each group plan a journey. Then ask each group member to record travel details in a note for a friend who will meet the group at a particular destination (BC *Resource Package*, 46). ➤ Ask students in pairs to role-play making arrangements for meetings with friends. Have partners ask each other questions to elicit information regarding times, places, and dates, using the following patterns (BC *Resource Package*, 28): • *An welchem Tag?* • *Welche Uhrzeit?* • *Wo?*

*Reprinted (or adapted) from the *Spanish 5 to 12 Integrated Resource Package* (1997). Used with permission of the Ministry of Education, Province of British Columbia. All future references to BC *Resource Package* fall under this permission statement.

(continued)

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ After students have worked in groups to prepare travel details, have them exchange their plans with other groups, who then provide feedback about the extent to which • the information is clear • the sequence of instructions is logical • key details such as departure and arrival times are included	
➤ Observe role-playing activities for evidence that students are increasingly able to • make themselves understood in German • use learned patterns and vocabulary • take risks to add details or unfamiliar language • use strategies such as non-verbal communication and visual props to support their messages • be accurate (See role-play assessment criteria in Classroom Assessment, p. 11.)	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.2 express emotions and personal perspectives	
1.2.1 *Share Ideas, Thoughts, Opinions, Preferences* ✤ ask for and identify favourite people, places, or things ✤ express a personal reaction to a variety of situations	➤ Post a series of pictures in the categories of persons, places, and objects. Have students visit each site and select their favourite and least favourite from each station. Discuss their choices as a class.
1.2.2 *Share Emotions, Feelings* ✤ identify and use expression for a variety of emotions	➤ Provide simple conflict scenarios between friends, as well as basic expressions used to describe emotions and feelings. Have students role-play a scenario in which a problem is defined and a solution is offered. For example, a student has stolen another student's homework assignment. ➤ Provide each student with a picture of various people expressing different emotions. Have students interact with their classmates without looking at each other's pages in order to respond to the question: "How does your character feel today?" ("*Wie fühlt sich* _____ .") Students illustrate the emotions of their character, based on oral responses to the question.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students visit the various stations and discuss choices, later, look for evidence that they • are able to express their selections • interact with each other • use German	
➤ When students prepare a role play based on simple problem and solution, using emotions, look for evidence that students are increasingly able to • inquire about and express emotions and feelings • make themselves understood in German • use learned patterns and vocabulary • take risks to add details or use unfamiliar language • use strategies such as non-verbal communication and visual props to support their messages • recognize and respond to familiar words and patterns (See role-play assessment criteria in Classroom Assessment, p. 11.)	
➤ When students interact to find emotions of others, look for evidence that they • interact with several classmates • use German throughout the activity • illustrate emotions effectively	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.3 get things done	
1.3.1 *Guide Actions of Others* ✤ make a variety of simple requests	➤ Divide the class into groups. Have each group learn a game played in the German-speaking world (e.g., *Kartenspiele, Stille Post, Verbenpantomime, Montagsmaler*). Have each group teach the class the game it has learned, using as many German expressions as possible (e.g., *Du bist dran, die Würfel*). As an extension, have students invite community members to participate in a German Day, when the games could be played (BC *Resource Package*, 42).
1.3.2 *State Personal Actions* ✤ express ability or inability to do something	➤ Have students describe in written form all of the activities they carry out in a given situation (e.g., a shopping trip that involves stops at various types of stores).
1.3.3 *Manage Group Actions* ✤ manage turn taking ✤ ask for help	➤ Present the expressions required for managing turn taking and requesting help. Provide students with a list and involve students in demonstrating each item.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students teach one another games they have learned, encourage them to use German as much as possible. Establish criteria for group feedback such as the following: • demonstration is clear and easy to follow • demonstration was successful; the other students learned the game • language associated with the activity is used accurately • comparisons to familiar games or activities help to develop understanding	
➤ When students describe activities in written form, look for evidence that they are able to • use a variety of action verbs • conjugate verbs correctly with the third person singular • use descriptors to enhance their written text	
➤ In subsequent activities, look for evidence that students are using appropriate expressions.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.4 form, maintain, and change interpersonal relationships	
1.4.1 *Manage Personal Relationships*	
✤ make and respond to requests for personal information ✤ apologize and refuse politely	➤ Students role-play inviting someone to a movie or a party. The person already has plans, so that person apologizes and declines politely.
1.5 extend their knowledge of the world	
1.5.1 *Discover and Explore*	
✤ ask basic questions to gain knowledge and clarify understanding	➤ Have students do a personal interview with a partner.
1.5.2 *Gather and Organize Information*	
✤ organize and categorize simple information	➤ Have students work in pairs or in small groups to identify the important qualities of a good friend. Have students decide on the top three qualities of a good friend. Discuss with the class and come to a consensus as a whole class.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Observe role-playing activities for evidence that students are able to • use appropriate language to initiate interaction • use appropriate language to decline politely (See role-play assessment criteria in Classroom Assessment, p. 11.)	
➤ When students work in pairs or small groups to identify the important qualities of a good friend, look for evidence that they are able to • organize and categorize (qualities of a friend) • use a variety of adjectives with correct gender • use basic comparative expressions such as *wichtiger als, nicht so wichtig wie*	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.5 extend their knowledge of the world (continued)	
1.5.3 *Explore Opinions and Values*	
✤ recognize differences of opinion	➤ Form groups of four and have each group discuss the purchase of a gift for a friend, family member, or teacher. Ask groups to arrive at a consensus on their gift choices and state reasons to support them (BC *Resource Package*, 52).
	➤ Have students watch a video about a problematic situation in a restaurant. Have students identify the problem and discuss possible solutions.
1.6 for imaginative purposes and personal enjoyment	
1.6.1 *Humour/Fun*	
✤ use German for fun (e.g., songs)	➤ Provide students with several humorous expressions related to food and restaurants. Have students either use these expressions in a role play or have them illustrate the expressions. Display the illustrations in the class and have students guess which expression corresponds with each illustration (e.g., *Das ist mir Wurst/egal*.).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students participate in interactions such as discussing the purchase of a gift, look for evidence that they are able to • present their opinions • respond appropriately to questions and cues from others • include reasons, details, and examples to support their views • use appropriate vocabulary and structures	
➤ When students watch a video and work to identify the problem and possible solutions, observe their ability to • participate in the discussion • recognize the problem • offer logical solutions with justifications	
➤ When students illustrate humorous expressions related to food, look for evidence that students are able to • create an illustration that corresponds with the meaning of the expression • create a visually appealing illustration • take risks to be original and creative	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.6 for imaginative purposes and personal enjoyment (continued)	
1.6.2 *Creative/Aesthetic Purposes*	
✤ use German creatively (e.g., acrostic poetry)	➤ Have students create an *Imbissmarkt* (Food Court) in class. Have students work in groups to prepare a menu for their mini-restaurant, as well as possible food samples.
1.6.3 *Personal Enjoyment*	
✤ use German for personal enjoyment (e.g., make a collection of pictures or artifacts related to German cultures)	➤ Invite students to participate in an outing to a restaurant. ➤ Have students watch a German movies, read a piece in German, or travel to a German-speaking area/country.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students work in groups to organize a menu and *Imbissmarkt,* look for evidence that they are • participating actively • making an effort to use German ➤ When students create their own menu for a mini-restaurant as part of a food court, establish criteria with students before they begin. Criteria might include the following • menu is organized in a typical menu format • vocabulary related to food and menus is incorporated • correct use of illustrations to enhance understanding ➤ When students participate in an outing to a German restaurant, look for evidence that they • have a positive attitude • use German • use vocabulary related to food and restaurants ➤ After having watched a movie, read a piece in German, or travelled to a German-speaking country, students evaluate the experience. Students answer questions such as, "What did I like or dislike, and why?"	

NOTES

LANGUAGE COMPETENCE
GRADE 9

Language Competence

interpret and produce oral texts

attend to form

interpret and produce written texts

Students will use German effectively and competently.

apply knowledge of the sociocultural context

apply knowledge of how text is organized, structured, and sequenced

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
General Learning Outcome 2: Language Competence Students will understand and produce German **effectively** and **competently** in spoken and written forms. **2.1 interpret and produce oral texts** 2.1.1 *Aural Interpretation* ✤ understand the main points of a variety of oral texts on familiar topics, in guided situations	➤ Have students form groups of four. Provide students with a song, excerpt from a conversation, or TV/radio advertisement. Have students first discuss what kind of information they might be hearing in the upcoming text, based on their knowledge of what is found in a radio or TV advertisement, etc. Then have students listen to the excerpt and take notes. Students then discuss in their groups what they understood and what strategies they might use to understand the information they were unable to glean after the first listening. Provide students with one or two strategies. Play the excerpt two or three times and discuss with students what they were able to understand and the strategies they used to help their understanding. ➤ Read a simple short story to students. After listening to the story, students write a sentence or draw a picture that interprets what they have understood. In groups or as a class, discuss the interpretations. Read the story out loud a final time and have students respond to comprehension questions in written form.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students work in groups to understand short texts, look for evidence that they are able to • listen for key words • use key words and context to create meaning • use listening strategies to aid in understanding	
➤ When students illustrate what they have understood about a simple short story, look for evidence that they are able to • explain their drawings to their group or to the class as a whole • make connections between the story and their sentence or drawing	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.1 interpret and produce oral texts (continued)	
2.1.2 *Oral Production*	
✤ produce short, simple oral texts, using familiar structures, in a variety of guided situations	➤ Provide students with several situations related to themes studied in class (e.g., going to a restaurant, meeting a friend, etc.). Have students create a simple storybook using one of the scenarios. Students must illustrate the book and prepare a cassette (soundtrack), in which they read the story, to accompany the book. Students then present the storybook, with accompanying soundtrack, to the class. Provide students with a story map to help them organize their ideas, as well as checklists for self and peer assessment.
2.1.3 *Interactive Fluency*	
✤ interact, using a combination of phrases and simple sentences, in guided situations	➤ Provide students with videos or reading materials that portray market scenes in a German-speaking region. Then have students in pairs role-play visits to markets or stores. Ask students to take turns playing customer and vendor. Encourage students to discuss the articles being bought and the prices they are willing to pay (BC *Resource Package*, 36).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students prepare a storybook with an accompanying soundtrack, provide students with a story map to help them organize their ideas as well as checklists for self and peer assessment. An Oral Presentation Checklist might include the following: • story makes sense/has meaning • pronunciation and intonation are generally accurate • expression is used to enhance communication of ideas A Representation Checklist might include the following: • soundtrack is effective in representing feelings and themes of story • good use of music and/or sound effects to support story • illustrations correspond to written text and to music/ sound effects	
➤ When students role-play visits to markets or stores in German-speaking regions or replying to classified ads, note the extent to which they are able to • provide clear messages • use appropriate patterns and frames for giving directions, prices, and descriptions • adjust and clarify when miscommunication occurs • use intonation, miming, gestures, and body language to support communication • speak clearly and smoothly, using approximate German pronunciation (See role-play assessment criteria in Classroom Assessment, p. 11.)	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.1 interpret and produce oral texts (continued)	
2.1.3 *Interactive Fluency (continued)*	
✤ interact, using a combination of phrases and simple sentences, in guided situations	➤ Have students role-play a variety of situations outlined on scenario cards they draw. For example, a tourist wants to cash a traveller's cheque at 1:50 p.m., but the bank refuses to cash it because closing time is 2:00 p.m.; a group of business people discover they are on the wrong bus (BC *Resource Package*, 58). ➤ Invite students to role-play a variety of common situations, allowing time for preparation but not for memorizing a script. Situations might include telephoning for take-out food, renting a video, purchasing a ticket (BC *Resource Package*, 60). ➤ Ask students to examine the classified section of a German-language newspaper to find items they need or want to purchase (e.g., computers, mountain bikes, sports equipment). Students then role-play and reply to the advertisements, refer to specific information in them, and ask relevant questions (BC *Resource Package*, 62).
2.2 interpret and produce written texts, graphics, and images	
2.2.1 *Written Interpretation*	
✤ understand the main points of a variety of written texts on familiar topics, in guided situations	➤ Have students work individually or in groups to respond to questions from the short stories series *Easy German Reader*. ➤ 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 then regroup into new groups where each member of the group has a different part of the text (jigsaw). Students read text together, put it into the correct order, and then present the main ideas of the text. They may either illustrate, present an oral summary, or prepare a written summary.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students role-play with minimum preparation, look for evidence that • language is understandable and appropriate to the context • statements are logical and relate to the situation • reactions, including intonation, are appropriate • speech is reasonably fluid • strategies are used effectively to clarify meaning and sustain interaction (See role-play assessment criteria in Classroom Assessment, p. 11.)	
➤ When students respond to questions from a series, look for evidence that they are able to answer questions in one word or in a short sentence.	*German Easy Reader Series*, EMC Publishing
➤ When students participate in a jigsaw activity to understand a simple text, look for evidence that they are able to • discuss the information within the text with group members, providing main ideas • present the main ideas of the text in an organized and logical sequence	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.2 interpret and produce written texts, graphics, and images (continued)	
2.2.2 *Written Production*	
✤ produce short, simple written texts, using familiar structures, in a variety of guided situations	➤ Provide students with pictures that accompany a simple story. Allow students to create their own simple story individually or in groups, based on the pictures provided. Provide students with a story map to help them organize their ideas.
2.2.3 *Viewing*	
✤ derive meaning from a variety of visuals, in guided situations	➤ After the completion of their own versions of the story, read to students the actual story that accompanies the pictures.
2.2.4 *Representing*	
✤ express meaning, using a variety of visual forms in guided situations	➤ Have students create a comic strip. Students can present their story as a power point presentation or they may dramatize their story.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students create their own story, based on pictures provided, provide students with a story map to help them organize their ideas. Observe the extent to which they are able to • use the pictures to make sense of the story • organize their story in a meaningful way • compare and contrast their stories to the actual stories	
➤ A Written Presentation Checklist might include the following: • story makes sense • ideas are clear and logical; details are relevant and appropriate • sentence structure is clear and supports communication of ideas • vocabulary is appropriate • spelling is correct • verbs are conjugated correctly, agreement of adjectives is correct (See an example of a written presentation checklist in Classroom Assessment, p. 16.)	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form	
2.3.1 *Phonology*	
✤ use comprehensible pronunciation, stress, and intonation when producing familiar words or phrases	➤ Provide students with a list of familiar words or phrases and have them read them, focusing on correct pronunciation, stress, and intonation. ➤ First, model the use of specific sound distinctions in two sentences where meaning is changed as a result of pronunciation, and ask students to identify the differences. Then, provide a list of vocabulary to focus on the sounds representing specific letters (e.g., *ü/u , ö/o, ä/a, ß*) in the following situations: • At the doctor's office: a visit to the doctor in German, Austria, Switzerland, etc. • Social life: role-play an interview with an exchange student from Germany, Switzerland, Austria, etc.
2.3.2 *Orthography*	
✤ apply common spelling rules to write familiar words	➤ Compare capitalization rules for English and German (e.g., months, days of the week, nationalities, titles, etc.), using supporting texts from books, Internet, etc.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Look for evidence that students are able to pronounce correctly, based on common rules. ➤ Prepare an observation checklist. Observe the students' ability to reproduce appropriately in context the following critical sound distinctions: • *ü / u* • *ö / o* • *ä / a* • *ch* • *sch* ➤ Look for evidence that students are able to apply German rules of capitalization and punctuation in their written work.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form (continued) 2.3.3 *Lexicon* ✤ combine learned words and phrases to fulfill simple purposes ✤ recognize and use a repertoire of words and phrases in familiar contexts ✤ understand and use vocabulary and phrases related to the following topics/areas of experience: – personal identity ✓ name, age ✓ friends and relatives ✓ physical description – family and home life ✓ family members, relatives, occupations ✓ pets, animals ✓ the home – school ✓ subjects ✓ timetables ✓ classroom routines ✓ school facility – leisure and recreation ✓ hobbies, interest ✓ sports and exercises ✓ entertainment ✓ music ✓ vacation ✓ transportation – food ✓ meals ✓ restaurants ✓ grocery shopping – *Landeskunde* ✓ money, currencies ✓ celebrations ✓ geography ✓ climate, weather, seasons ✓ famous people – health and body ✓ body parts ✓ illness ✓ clothing – other areas ✓ topics of special interest to students	➤ Students practise target vocabulary by playing games such as "Hangman," spelling bee, etc.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Look for evidence that students spell target vocabulary accurately in a variety of situations.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form (continued) 2.3.4 *Grammatical Elements* ✤ recognize and use, in **modelled situations**, the following grammatical elements: — formal address (*Sie* vs. *du*, *ihr*) — modal verbs in present tense — imperative mood (all forms) — simple past (*hatte*, *sein*, *war*) — perfect tense (limited selection of verbs) — personal pronouns (singular) in accusative — possessive pronouns in nominative and accusative (singular and plural forms) — subordinate clauses beginning with *weil*, *dass* — prepositions with selected accusative and dative — comparison of adjectives (comparative forms only) — position of adverbs of preference and/or frequency (e.g., *gern*, *oft*) — articles of familiar nouns in nominative and accusative — structure of compound sentences using coordinating conjunctions	**Modelled Situations:** This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language. Example of a modelled situation: In preparation for a group project, students will keep a journal of that they would like to do. Students practise the structure *"Ich möchte _____ . Möchtest du _____."* using the sentence patterns provided. Each student asks five classmates, "*Was möchtest du morgen machen?"* Students answer saying *"Ich möchte ...*, with an infinitive of their choice. Each person then summarizes the results of their mini-survey: *Drei Schüler möchten tanzen*, and so on.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Observe students as they do the exercise. Observe their ability to • ask the question following the model • respond to the question using *"Ich möchte ..."* • summarize their results using third person singular and plural forms	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form (continued) 2.3.4 *Grammatical Elements (continued)* ✤ use, in **structured situations**, the following grammatical elements: — plural of familiar nouns — compound nouns — possessive pronouns in nominative and accusative (singular) — negation — sentence structure: inversion following expressions of place and time (e.g., *Heute gehe ich ...*) — personal pronouns in nominative — present tense — noun and verb agreement ✤ use, **independently** and **consistently**, the following grammatical elements: — subject pronouns (e.g., *ich, du, er, sie, Sie, wir, ihr*) — structure of simple declarative sentences (e.g., *Karl Kauft einen Hut. Gabi wohnt hier*.) — coordinating conjunctions (e.g., *und*) — yes/no questions (e.g., *Hast du eine Katze*?) — affirmative/negative using *nicht, kein*/ interrogative sentences using inversion in the present tense — simple questions using *wer, wie, was, wo, wann* — gender of commonly used nouns — commonly used verbs (e.g., *haben, sein*)	**Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements and be able to apply them in familiar contexts with teacher guidance. 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. **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. Example of an independent situation: Students send a letter, an email message, or a recorded message to a German-speaking pen pal explaining what they do regularly.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ 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	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.4 apply knowledge of the sociocultural context	
2.4.1 *Register*	
✤ distinguish between formal and informal situations	➤ Have students view a simple video and have them note when characters use *du* and when they use *Sie*.
2.4.2 *Idiomatic Expressions*	
✤ understand and use selected idiomatic expressions	➤ Prepare flash cards with idiomatic expressions and as the cards are flashed, have students role play a situation in which the expression could be used.
2.4.3 *Variations in Language*	
✤ acknowledge and accept individual differences in speech	➤ Give students a series of different words, on small cards or pieces of paper, that are used in different German-speaking countries to mean the same foods. In groups, have students categorize the words according to the food they think the words represent. Provide students with the correct categories, allowing them to reorganize their words if necessary. As an extension, students could prepare a skit at a restaurant or at the market that illustrates misunderstandings that can occur when people of different German-speaking countries use different words to mean the same food items. Have students also include two to three idiomatic expressions related to eating, food, and going to restaurants.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students view a video with situations where characters use *Sie* or *du*, look for evidence that students are able to • identify the types of situations in which *Sie* and *du* are used • explain why the formal or informal register are used	
➤ As students present the idiom, either orally, dramatically, or both, look for evidence of accurate interpretation or application of the idiom.	
➤ When students prepare role plays of situations in a restaurant or at the market place where misunderstandings occur due to variations in expressions, discuss criteria before students begin. Criteria might include the following: • appropriate use of an idiomatic expression and one pair of food expressions • pronunciation and intonation are generally accurate • strategies such as non-verbal communication and visual props are used to support messages (See role-play assessment criteria in Classroom Assessment, p. 11.)	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.4 apply knowledge of the sociocultural context	
2.4.4 *Social Conventions*	
✤ use appropriate oral forms of address in guided situations (e.g., *du/Sie, Herr/Frau*)	➤ 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. As an extension, have students prepare a simple role play that depicts two people from different cultures greeting each other.
2.4.5 *Non-Verbal Communication*	
✤ understand and imitate some common non-verbal behaviours in familiar contexts (e.g., etiquette, table manners)	➤ Have students work in pairs to prepare a scene that includes simple dialogue and very pronounced gestures and actions. Have students present their scene with only the actions and gestures. The rest of the class must determine what is occurring and call out possible dialogue that could logically accompany the gestures of the group. Have the presenters of the scene then present the scene again with the original dialogue. ➤ Encourage students to use non-verbal communication when they do not know or do not remember the word for what they are trying to attain.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students view and interpret various greetings, look for evidence that they are able to identify similarities and differences between greetings.	
➤ When students prepare scenes using gestures and dialogue, discuss criteria before students begin. Criteria might include the following: For Presenters: • students' gestures are identifiable and clear • dialogue is clear and follows a logical sequence • gestures and dialogue correspond For Audience: • students are actively engaged in activity • students take risks to guess what dialogue could be taking place, based on the gestures provided	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.5 apply knowledge of how text is organized, structured, and sequenced in German	
2.5.1 *Text Forms*	
✤ identify some simple oral and print text forms (e.g., tickets, menus, radio advertisements)	➤ Provide students with a friendly letter that has been divided into different sections. Students reorganize the sections into an appropriate sequence. Discuss the usual parts of a friendly letter and standard terms. Using the letter provided by the teacher as a model, students prepare a letter that they can send to another member of the class or to a penpal in a German-speaking country.
2.5.2 *Patterns of Social Interaction*	
✤ respond to simple interpersonal communication patterns	➤ Have students present in pairs a telephone conversation with the purpose of communicating a specific message in German, such as an invitation to a party. ➤ Provide students with a simple telephone conversation that is not in the correct order (e.g., getting together with a friend, ordering a pizza, leaving a message, etc.). In pairs, students reorganize the conversation into the correct order. As an extension, students can prepare their own telephone conversation in pairs and present them to the class.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Work with students to develop a simple checklist they can use for self and peer assessment of their letter or email. The checklist might include items such as the following: • meaning is clear • interesting details are included • questions are appropriate • greeting and closing are appropriate • sentence frames are written correctly and completed appropriately • punctuation is appropriate • spelling, including accents, is correct (BC *Resource Package*, 37) (See examples of checklist criteria in Classroom Assessment, p. 12.)	
➤ When students prepare telephone conversations, discuss criteria with students before they begin. Assessment criteria should focus on the extent to which students are able to • make plans for an activity responding to the following questions: Where? When? Why? How? What? (*Wo, Wann, Warum, Wie, Was?*) • present clear, complete, and appropriate messages • use vocabulary and expressions appropriately	
➤ Assessment criteria for the response might include the following: • a clear response is given • sentence structure is accurate • vocabulary and structures required to arrange meeting times and places are used correctly	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.5 apply knowledge of how text is organized, structured, and sequenced in German (continued) 2.5.3 *Cohesion/Coherence* ✤ link words, phrases, or simple sentences, using basic connectors in guided situations	➤ Provide students with the written instructions for a recipe, but not in order. Point out words that have linking function (e.g., *erstens, dann, danach, später, zuletzt*, etc.). Have students put the instructions in the correct order and then do a demonstration or illustrate the steps of the recipe. ➤ Provide students with only the pictures which represent the steps involved in the preparation of a recipe. Have students put the pictures in the correct order and then prepare the written instructions for each picture.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students reorganize the steps involved in the preparation of a recipe, either in written or illustrated form, look for evidence that students are able to sequence the steps in a logical order. When students prepare a demonstration or written instructions for the steps of a recipe, look for evidence that they are able to • use linking words correctly • use the imperative of *du* or *Sie* correctly • give clear instructions • use vocabulary related to cooking appropriately	

NOTES

GLOBAL CITIZENSHIP
GRADE 9

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
General Learning Outcome 3: Global Citizenship Students will acquire the knowledge, skills, and attitudes to be effective **global citizens** through the exploration of the cultures of the German-speaking world.	
3.1 historical and contemporary elements of German-speaking peoples	
3.1.1 *Gaining/Applying Knowledge of German Cultures*	
✤ observe and participate in activities and experiences that are common among German-speaking peoples (e.g., table manners)	➤ Show students a video or video-clip that takes place in German-speaking country and represents both traditional and contemporary cultures. Afterwards, provide students with specific questions to discuss what they observed in the video (BC *Resource Package*, 34).
	➤ Provide students with a variety of art, music, and artifacts from German-speaking countries. Have students prepare their own representation of what they heard and saw. This could be in the form of a collage, CD cover, poster, etc.
	➤ Invite students to participate in activities such as *St. Nikolaus Tag*, the creation of an *Adventskalendar* for December, or the decoration of an *Osterbaum* for Easter.
3.1.2 *Diversity within German Cultures*	
✤ identify major German-speaking groups throughout the world ✤ identify the various German-speaking countries	➤ Post a large world map in the German classroom. Have students research where German-speaking groups of people live throughout the world. Have students locate these places on the map and mark them with a sticker (or push-pin).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students discuss a video that features traditional and contemporary German-speaking cultures, look for evidence that they • identify contemporary and traditional characteristics • notice similarities and differences from other cultures • ask questions that prompt new learning or information (BC *Resource Package*, 35)	
➤ When students create a collage, CD cover, or poster to represent what they heard or saw in a variety of art, music, or artifacts, look for evidence that they are able to offer unique personal perspectives or impressions by combining visual elements with words.	
➤ When students participate in activities and experiences that reflect elements of German-speaking cultures, look for evidence that they participate actively in the activity.	
➤ When students participate in the map activity, look for evidence that they are able to identify the major German-speaking groups of people and their respective locations throughout the world.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.1 historical and contemporary elements of German-speaking peoples (continued)	
3.1.2 *Diversity within German Culture*	
✤ identify some elements that reflect diversity among the German-speaking countries (e.g., maps, flags, weather)	➤ When students participate in activities and experiences that reflect German-speaking cultures, have them compare activities from different German-speaking countries.
3.1.3 *Analyzing Cultural Knowledge*	
✤ ask questions, in English, about patterns of behaviour or interactions typical of German people their own age (e.g., leisure time, daily routines)	➤ Using videos, the Internet, and magazines, have students identify ways in which German-speaking people of their own age are similar and different.
3.1.4 *Valuing German Cultures*	
✤ show a willingness to participate in cultural activities and experiences	➤ When students participate in field trips and other cultural activities, have them share with the class one new thing they learned about the German-speaking culture as a result of this experience.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students compare activities from different German-speaking countries, look for evidence that they are able to identify differences and similarities. ➤ As students examine videos, the Internet, and magazines, look for evidence that they are able to identify similarities and differences between themselves and German-speaking people of their own age. ➤ As students participate in cultural activities, look for evidence that they engage fully in the activity and demonstrate a positive attitude towards the cultural experience.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirming and valuing diversity	
3.2.1 *Awareness of English*	
✤ identify similarities between English and German words (e.g., cognates, internationalisms)	➤ Provide students with a list of words that includes both English and German words. Students match the English word with its German cognate (e.g., *Bruder*—brother, *Haus*—House). Have students explain the similarities and differences between the English and German words.
3.2.2 *General Language Knowledge*	
✤ recognize that different languages have different writing systems	➤ As students study various themes, provide them with expressions and vocabulary from a variety of German-speaking countries. ➤ Provide students with some examples of a variety of words for the same item. Discuss.
3.2.3 *Awareness of Canadian Culture*	
✤ recognize and identify differences between Canadian and German cultures	➤ As a class, brainstorm typical Canadian sports. Then suggest that students read magazines and watch videos or television programs about sports typical of the German-speaking world; for example, soccer. Ask students to discuss the importance of these sports in German-speaking regions. Invite them to play some of these sports or role-play a sports-related event (e.g., awards night, sports commentary) (BC *Resource Package*, 34).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students match English words with their German cognates, look for evidence that they are able to • match the words correctly • give some similarities between English and German • give some differences between English and German Provide students with a text that has some common errors made with cognates and have students correct the text.	
➤ Look for evidence that students are able to recognize a variety of words for the same item. Provide students with a list of words which can be divided into categories with same word meanings.	
➤ When students examine common sports and typical sports in the German-speaking world, look for evidence that students are able to • recognize similarities and differences • identify common activities and behaviour associated with specific sporting events • use appropriate vocabulary associated with specific sports	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirming and valuing diversity (continued)	
3.2.3 *Awareness of Canadian Culture (continued)*	
✤ recognize and identify differences between Canadian and German cultures	➤ Have students generate questions they can use to interview German-speaking people in the community about similarities between their own and the respondent's cultures. Ask each student to collect the information and display it on a chart (BC *Resource Package*, 34).
	➤ Have each student compare a typical family menu for a festive occasion in a German-speaking country with a festive menu the student's own family might prepare (BC *Resource Package*, 50).
	➤ Have students engage in cultural activities such as making German food, participating in a dance class, or going to a restaurant.
3.2.4 *General Cultural Knowledge*	
✤ recognize that speakers of the same language may come from different cultural backgrounds	➤ Survey students' ethnic backgrounds. Have students research the ethnic roots of Germany's population.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students prepare information charts of similarities and differences between their culture and the culture of a German-speaking person in the community, look for evidence that • similarities and differences are clearly identified • chart is well organized and has an appropriate layout • chart is neat and easy to read • appropriate vocabulary is used and spelled correctly	
➤ When students compare typical family menus for a festive occasion in a German-speaking country with a festive menu in their own family, look for evidence that they • identify similarities and differences, using appropriate vocabulary • respect diversity and differences in cultures	
➤ When students participate in cultural activities, look for evidence that they • are attentive when a new activity is being introduced • understand the activity • participate willingly • comment on how the activities are the same or different from activities in other cultures • use vocabulary related to the activities	
➤ Look for evidence that students are able to make generalizations about linguistic groupings.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirming and valuing diversity (continued)	
3.2.5 *Intercultural Skills*	
✤ recognize factors that contribute to culture shock (e.g., language, differing behaviours, and perspectives)	➤ Have students participate in a variety of cultural activities throughout the course, including trying new foods, listening to music that is different from what they usually hear, etc.
3.3 personal and career opportunities	
3.3.1 *German Language and Cultures*	
✤ identify a variety of reasons for learning German ✤ identify some careers for which knowledge of German is useful	➤ Generate, with the students, a list of the "Top Ten Reasons" for learning German. ➤ Invite students to share an experience where they had to call on their German language knowledge or skills.
3.3.2 *Cultural and Linguistic Diversity*	
✤ suggest some reasons for participating in activities and experiences that reflect elements of different cultures	➤ Conduct an interview with students at the end of the course in which students respond to the following questions: Why are you learning German? Where do you see yourself using German in the future?

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Look for evidence that students demonstrate a willingness to participate in a typically German cultural situation. ➤ As students generate a list of reasons for studying German, look for evidence that they • provide thoughtful suggestions • participate in the activity • understand some important reasons for studying another language such as German ➤ When students respond to questions about their reasons for learning German and their future with German, look for evidence that they • give thoughtful responses • are able to explain their reasons and responses adequately, with relevant detail	

NOTES

STRATEGIES
GRADE 9

Strategies

language learning strategies

language use strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

general learning 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
General Learning Outcome 4: Strategies Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication.	
4.1 language learning	
4.1.1 *Cognitive*	
✤ use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., associate new words or expressions with familiar ones, identify and use cognates)	➤ Have students play VERBingo in order to understand patterns in reflexive and other verbs better.
	➤ Have students listen to a dialogue in which two young people describe what they like to do in their free time. Have students create a Venn diagram to show which activities each person likes individually and which activities they both like, using the words and expressions heard in the dialogue.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students participate in games, look for evidence that they are able to • make connections between pictures and verb conjugations • listen actively to instructions • participate willingly and actively throughout the game Provide students with a test following the activity confirming their understanding of the verb conjugation patterns. Give unknown verbs that follow the same pattern to verify if students can apply the strategy. ➤ When students create a Venn diagram based on a dialogue of the preferred activities of two young people, look for evidence that they are able to • reuse vocabulary and expressions heard in the dialogue • correctly identify the activities of each person • correctly identify the activities that both people have in common	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.1 language learning (continued)	
4.1.2 *Metacognitive*	
✤ use a variety of simple metacognitive strategies, with guidance, to enhance language learning (e.g., check copied writing for accuracy, rehearse or role play language situations)	➤ Provide students with a plan to help them write a friendly letter. The plan could include the following: *Ich* *Körperliche Beschreibung* *Persönlichkeit* *Meine Freunde* *Meine Familie*
4.1.3 *Social/Affective*	
✤ use a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., take risks, try unfamiliar tasks and approaches)	➤ Encourage students to reflect on their learning style by generating a list of questions related to a previous activity. Questions might include the following: • What part of the activity did you find the most useful? • What strategies did you use to be successful in this activity? • What might have improved your language learning? • What aspects of your group work worked well? How could you change or improve your contribution to the group in further activities? • What can you learn from the mistakes you made during the activity?

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students use a plan to help them write a friendly letter, look for evidence that • students used the plan to write the letter • students understood the value of making a plan in advance • each of the categories has relevant ideas and details • appropriate vocabulary and expressions are used ➤ When students respond to reflection questions in a learning log, look for evidence that they are • attempting to respond with clear ideas and relevant details • seeking to understand their individual learning • seeking to identify strategies that will help improve their individual learning	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.2 language use	
4.2.1 *Receptive*	
✤ use a variety of simple reading and listening strategies, with guidance, to aid comprehension (e.g., familiar words, gestures, and intonation)	➤ Have students listen to a song and note repeated words or phrases. Students determine what the message of the song is, based on the repeated words or phrases.
	➤ Provide students with strategies and behaviours that help promote active listening. For example, have students think about what they might hear in a text, listen for key words, or consider body language.
4.2.2 *Productive*	
✤ use a variety of simple speaking and writing strategies, with guidance (e.g., experiment with familiar words and structures to express own meaning)	➤ Provide students with a list of familiar words (possibly on a particular theme) and structures, then have students compose a text in which they use a minimum number of them in a coherent manner.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Have students demonstrate their understanding of the theme of a song by illustrating or creating a collage to represent the theme. Repeated phrases or words should be included as a part of the illustration or collage. To verify understanding of key words or phrases, create a cloze activity that verifies the correct use of these important words or phrases. ➤ Create an observation checklist in order to verify the extent to which students have made an attempt to use a range of strategies and behaviours to help promote active listening. ➤ As students produce their texts, verify that the words and structures are incorporated correctly.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.2 general use (continued)	
4.2.3 *Interactive*	
✤ use a variety of simple interactive strategies, with guidance (e.g., use non-verbal clues to communicate)	➤ Brainstorm with students ways in which they can maintain interaction in a conversation. Teach students some strategies to maintain interaction. Organize students into teams. Provide a scenario (e.g., at the shopping mall, at a restaurant, at home with the family, etc.). One team begins a conversation, based on the scenario that has been set. As many students as possible from the team should provide a line for the conversation in 30 to 60 seconds. Each student builds on the line provided by the preceding student. At the end of the allotted time, clap hands or ring a bell and provide another scene for the next team.
4.3 general learning	
4.3.1 *Cognitive*	
✤ use a variety of simple cognitive strategies, with guidance, to enhance general learning (e.g., take notes, organize, and review notes)	➤ When using audiovisual resources, show the resource with no sound the first time. Ask students to concentrate on what they see and to talk about one image that is dominant for them. After the activity, talk about how they remember things. Do they see a picture in their mind (visual), hear words or sounds (auditory), or feel physical sensations or movement (kinesthetic)?
4.3.2 *Metacognitive*	
✤ use a variety of simple metacognitive strategies, with guidance, to enhance general learning (e.g., discover how their efforts can affect their learning)	➤ When introducing a research project, have students brainstorm about where they might find information. Provide students with a plan to help them organize their research and how they will divide the work. After the project, ask students to reflect on how effective their planning was. (See Ideas for Exhibitions and Projects in Classroom Assessment, pp. 24–25.)

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students participate in spontaneous interactions such as group improvisation activities, look for evidence that they are able to • sustain the interactions using a variety of strategies (e.g., body language, repeating) • speak clearly and make themselves understood • use appropriate vocabulary • respond appropriately to questions and cues from others	
➤ Look for evidence that students are able to • identify a variety of strategies to enhance general learning • identify one or two strategies that are particularly effective for them	
➤ When students prepare a research project using a plan, look for evidence that they • make a plan • use a plan • see the value in a plan	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.3 general learning (continued) 4.3.3 *Social/Affective* ✤ use a variety of simple social and affective strategies, with guidance, to enhance general learning (e.g., participate in cooperative group learning tasks)	➤ When students are exploring artifacts from German-speaking countries, encourage them to choose an artifact in which they are particularly interested and to use a form of representation in which they enjoy working. Provide students with the opportunity to propose other options if they have a particular interest.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students represent an artifact in a form of their choice, look for evidence that they are able to • choose an activity or form • represent the artifact effectively with the form chosen	

NOTES

Grade 9 to Grade 12 German Language and Culture

Grade 10

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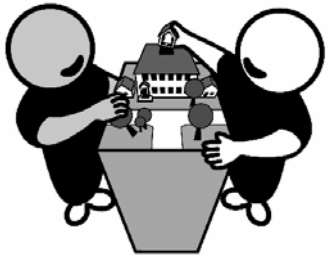
APPLICATIONS
GRADE 10

Applications



express emotions and personal perspectives

impart and receive information

get things done

Students will use German in a variety of situations and for a variety of purposes.

form, maintain, and change interpersonal relationships

use the language for imaginative purposes and personal enjoyment

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
General Learning Outcome 1: Applications Students will use German in a variety of **situations** and for a variety of **purposes**. **1.1 receive and impart information** 1.1.1 *Share Factual Information* ✤ ask for and provide information on a range of familiar objects ✤ describe several aspects of people, places, and things ✤ describe series or sequences of events or actions	➤ Invite students to use a variety of sources (e.g., books, magazines, brochures, CD-ROM encyclopedia, Internet) to research travel in a German-speaking country. Ask students to each collect and present ten helpful hints for travelling in that country. Possible topics might include: Things to see, Places to eat, Where to stay, or What to bring along. As an extension, the class could compile a master list of tips for travel in German-speaking countries (BC *Resource Package*, 70). ➤ Have each student choose a German-speaking country or region of personal interest. Then ask students to form groups according to the regions they chose and research them, using a variety of sources (e.g., tourist brochures, magazine and newspaper articles, the Internet, etc.). Have groups develop oral, written, and visual presentations promoting their regions as tourist destinations. Ask groups to present their work at a class Travel Fair. As an extension, have each student select a new travel destination based on the presentations and record reasons for the choice (BC *Resource Package*, 70). ➤ *Daily Plan While on Vacation:* Select a destination and compose a sequential plan for one of the days. Have students write their plans out on poster paper and then share their plans with classmates.

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(continued)

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students work on a research project, look for evidence that they present accurate and detailed information.	
➤ Work with students to develop criteria for their Travel Fair. Criteria might include the following: • provides information on at least three topics • includes accurate, relevant, and detailed information • uses clear and appropriate language • is logically organized • takes risks to add interest and offer complex information	
➤ As students prepare their plans and present them, check that • the type and quantity of activities for one day are feasible and realistic • expressions relating to designating time, place, currency, and costs are reasonable and appropriate • linguistically appropriate vocabulary relating to sequence is used.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.2 express emotions and personal perspectives	
1.2.1 *Share Ideas, Thoughts, Opinions, Preferences*	
✤ inquire about and express preferences, and give simple reasons for preferences	➤ Present students with a variety of pictures depicting activities that can be done when travelling. Ask students which activities they prefer, using questions such as *Was machst du lieber _____ oder _____? Warum?* Note that syntax in subordinate clauses will have to be taught or reviewed in order to express reasons for using "*weil*." ➤ Have students prepare surveys related to a theme studied (e.g., favourite entertainment figures, favourite types of music, hobbies, etc.). ➤ Have students do a survey to find a person with whom they would be suited to go on a trip, based on preferred activities in common. The survey could use simple questions such as *<u>Aktivität</u> du gern? Was machst du lieber, _____ oder _____?*
1.2.2 *Share Emotions, Feelings*	
✤ inquire about, express, and respond to emotions and feelings (e.g., *Ich fühle mich gut*.)	➤ Have students view a video of a medical emergency or a situation, such as a wedding. Have students identify and respond to the emotions expressed. Ask students how they felt during and after watching the video. In order to make this activity more successful, provide students with a list of possible expressions relating to feelings or emotions.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students respond to pictures or surveys by stating their preferences, look for evidence that students • are able to provide reasons for their preferences • use the correct forms of verbs with "*du*" • use appropriate vocabulary to describe activities	
➤ When students survey classmates in order to find someone with whom they would be suited to go on a trip, observe that students • speak in German throughout activity • speak to several classmates • identify a classmate with whom they could travel by identifying common preferred activities	
➤ When students identify and respond to the emotions expressed in the video, look for evidence that students • are able to use and identify the correct German expressions relating to feelings and emotions	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.3 get things done	
1.3.1 *Guide Actions of Others*	
✤ give a simple set of instructions	➤ Have students participate in a simple game such as "*Simon sagt*," or "*Telefonspiel*." Then ask students to lead one of these games, providing them with cue cards to do so.
	➤ Pair students and have them role-play a parent and a son or daughter who is going out on a first date. The parent should put forward advice encouraging certain behaviours and discouraging others. Emphasize date safety.
1.3.2 *State Personal Actions*	
✤ express a wish or a desire to do something	➤ Brainstorm with students about the type of activities that they like to do on the weekend. Discuss with students the kind of questions and expressions they need in order to plan weekend activities with a friend. Provide students with an information gap activity with two different schedules and some common activities to organize (e.g., *Gehst du mit ins Konzert? Wann? Am Donnerstagabend um 20 Uhr? Ja, das geht. Nein, das geht nicht*.) Then have students organize their own weekend activities with partners, using the key questions and expressions provided in the model dialogue.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students present and participate in games, look for evidence that they • are prepared, with clear instructions • are able to respond to classmates' questions • encourage participation in the game and participate willingly themselves ➤ When students role-play, look for evidence that they are increasingly able to • make themselves understood in German • use learned patterns and vocabulary • take risks to add details or unfamiliar language • use strategies, such as non-verbal communication and visual props, to support their messages • be accurate (See role-play assessment criteria in Classroom Assessment, p. 11.) ➤ While students organize weekend activities with partners, look for evidence that they • invite • accept, including key details about time and activities • decline, giving reasons • use a logical sequence of events	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.3 get things done (continued)	
1.3.3 *Manage Group Actions*	
✤ assume a variety of roles and responsibilities as group members ✤ encourage other group members to act appropriately	➤ When students are preparing a project in groups, assign specific roles to each member of the group. Practise some structures and vocabulary for each role (e.g., facilitator, recorder, timekeeper, summarizer or presenter). Rotate the roles within each group.
1.4 form, maintain, and change interpersonal relationships	
1.4.1 *Manage Personal Relationships*	
✤ initiate relationships ✤ extend and respond to invitations in simple ways	➤ Brainstorm the possible occasions for extending invitations and have students role play them.
1.5 extend their knowledge of the world	
1.5.1 *Discover and Explore*	
✤ ask questions to gain knowledge and clarify understanding, and seek information ✤ investigate the immediate environment	➤ Place the name of a profession on the back of each student in the class. Have students circulate in the class, asking each other questions in order to determine what their profession is. Alternatively, place the name of a profession on the back of one student who comes to the front of the class. The student shows the tag with the profession to the other students in the class and then asks questions of the other students in order to determine what his or her profession is.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students assume a variety of roles in groups, provide students with questions to assess self and group cooperation (see Appendices A and B).	
➤ Look for evidence that students use appropriate, polite language.	
➤ When students play *"Wer bin ich?"* with professions, note the extent to which • questions are varied and relevant • questions are understood by the class	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.5 extend their knowledge of the world (continued)	
1.5.1 *Discover and Explore (continued)*	
✤ ask questions to gain knowledge and clarify understanding, and seek information ✤ investigate the immediate environment	➤ Have students play "Jeopardy" with categories being the themes studied in class (e.g., professions, weekend activities, health and safety, sports, etc.). Divide the students into teams. One team chooses a category, a definition or answer is given by the teacher, and the team must provide the appropriate question (e.g., Definition: *Ich helfe kranke Leute.* Question: *Bist du Krankenschwester?*) ➤ Have students do a personal career questionnaire based upon careers for which they are best suited.
1.5.2 *Gather and Organize Information*	
✤ organize, categorize, and record simple information, using a variety of resources (e.g., print, audio, visual, multimedia, human)	➤ Provide students with pictures of people involved in typical activities involving a daily routine (e.g., getting up, getting dressed, brushing teeth, having breakfast, etc.). Together or in groups, have students arrange photos into a logical sequence. Provide the appropriate reflexive verbs with the pictures or discuss these verbs as photos are arranged into sequence. As an extension, have students record their own routine activities for one day. Then, have them work in pairs to prepare a skit entitled "*Ein Tag im Leben von* _____ " with one student missing and the other narrating.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students play games such as "Jeopardy," look for evidence that they are able to ask questions to clarify understanding. ➤ As students work in pairs to sequence daily activities and then present them in the form of mime and narration, look for evidence that • students sequence the daily activities logically • actions performed by the "actor" correspond to the narration	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.5 extend their knowledge of the world (continued)	
1.5.3 *Explore Opinions and Values* ✤ compare personal views and opinions with those of others ✤ respond to the ideas and products of others	➤ As part of a discussion about professions or occupations, have students individually choose one profession that they feel would be ideal or the best job for them. Have them write three reasons why they have chosen that particular job. Then have students work in pairs or in groups of three or four to share the chosen professions and reasons for the choices. Have groups put their choices and main reasons on poster paper and display them in the class.
1.5.4 *Solve Problems* ✤ recognize a problem and choose between given alternative solutions	➤ Have students form groups and provide each group with a number of scenarios that involve a problem that requires a solution: • A patient goes to see a doctor for an illness. As the doctor, what advice would you give? • You have been given a weekend curfew which you feel is too early and you have a particular activity planned which will go past your curfew. How do you resolve the problem? • Your parents have chosen a particular type of summer vacation. You would like a different type of vacation. ➤ Have students develop a solution for the problem. As an extension, students could create a skit based on the scenario for which they have proposed a solution.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students work individually and then in groups to identify one ideal profession with three supporting reasons, look for evidence that students are able to • take turns, sharing chosen professions • provide three reasons for choice of profession • present chosen professions with reasons on poster paper in a clear, well-organized manner • make reference to others' choices and reasons in comparison with their own	
➤ As students work in groups to find solutions for situational problems, look for evidence that they are able to • clearly identify the problem • propose a variety of solutions • choose one solution	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.6 imaginative purposes and personal enjoyment	
1.6.1 *Humour/Fun*	
✤ use German for fun (e.g., games, poems, riddles)	➤ Design a crossword puzzle on a theme. Each student generates two words with the respective clues.
1.6.2 *Creative/Aesthetic Purposes*	
✤ use German creatively (e.g., write simple captions for a given comic strip)	➤ Have students create a collage or draw a picture of their favourite holiday activities or of their dream vacation spot.
	➤ Have students provide the dialogue for a comic that has bubbles blanked out. Encourage the use of humour.
1.6.3 *Personal Enjoyment*	
✤ use German for personal enjoyment (e.g., listen to favourite songs in German)	➤ Have students do a personal project of their own choice (e.g., watch a movie in German, find out about a favourite German singer or soccer player). Have students submit a plan indicating what they expect to gain from the project, details, and timelines. Students keep a journal during the project.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
	Puzzlemaker <www.puzzlemaker.com>
➤ When students create a collage or draw a picture of their favourite holiday activities or of their dream vacation spot, look for evidence that they are able to • include pictures or illustrations • include words or phrases as labels	
➤ Work with students to establish assessment criteria for a comic. Criteria might include the following: • German expression/vocabulary is used correctly • sentences are correctly constructed • spelling is accurate	
➤ When students write a journal during the project, look for evidence that students are able to • express their impression on the cultural piece viewed or read • indicate what they have gained from it	

NOTES

LANGUAGE COMPETENCE
GRADE 10

Language Competence

interpret and produce oral texts

attend to form

interpret and produce written texts

Students will use German effectively and competently.

apply knowledge of the sociocultural context

apply knowledge of how text is organized, structured, and sequenced

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
General Learning Outcome 2: Language Competence Students will understand and produce German **effectively** and **competently** in spoken and written forms.	
2.1 interpret and produce oral texts	
2.1.1 *Aural Interpretation*	
✤ understand the main points and some supporting details of a variety of oral texts on familiar topics, in guided situations	➤ Have students listen to radio advertisements for trips or vacation destinations. Individually, have students identify the main activities and positive characteristics, etc. of the destination. Then have students work in pairs to share information and represent the main points of the advertisement visually.
	➤ Have students listen to an advertisement by a department store advertising shopping specials. Then have students work in pairs to identify the goods advertised and their prices.
2.1.2 *Oral Production*	
✤ produce simple oral texts, using familiar structures, in guided and unguided situations	➤ Have students prepare role plays, based on the themes studied: • At the doctor's office • Interview with a famous person about his or her daily routine • Parent and child negotiating acceptable activities and curfews for the weekend • Planning a date or an activity with a friend on the phone • Shopping for food or clothing

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students listen to radio advertisements for vacation destinations, look for evidence that they are able to • identify main activities • provide relevant details • include key words and phrases as labels for visual interpretation ➤ After students listen to an advertisement by a department store, check to see that prices of goods were accurately heard. ➤ Discuss criteria with students before they role-play a variety of situations related to themes studied. The teacher may wish to develop a checklist students can use for self and peer assessment. Criteria might include the following: • meaning is clear • appropriate details are included in questions and answers • gestures and body language support communication • pronunciation and intonation are generally accurate • interaction has some sense of fluency and spontaneity (See examples of role-play criteria in Classroom Assessment, p. 11.)	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.1 interpret and produce oral texts (continued)	
2.1.3 *Interactive Fluency*	
✤ interact, using a combination of words and phrases, in guided situations	➤ Invite students to improvise social situations (e.g., greetings, family dinners, tourist behaviour, shopping). Students could pick a card that suggests situations to role-play that demonstrate behaviour that is culturally appropriate in German-speaking countries.
	➤ Suggest that students work in pairs to role-play telephone conversations in which they plan weekend activities. Partners should find activities both students would enjoy. Plans could include where they would go, who will go with them, when they will leave, and what they will take along (BC *Resource Package*, 74).
2.2 interpret and produce written texts, graphics, and images	
2.2.2 *Written Production*	
✤ produce simple written texts, using familiar structures, in guided and unguided situations	➤ Have students form groups of three or four. Provide each group with the written text of a postcard written by travellers to various German-speaking countries. Have students read the text together and try to determine the country visited, based on information given.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students improvise or role-play social situations, look for evidence that they are able to • make themselves understood in German • keep conversation going without long pauses • recognize and respond to familiar words and patterns • use learned patterns and vocabulary • take risks to add details or use unfamiliar language	
➤ When students prepare telephone conversations to plan weekend activities, discuss criteria with students before they begin. Criteria might include the following: • who, what, where, and when (relevant details of plans) are clearly identified • questions and answers are clearly formulated	
➤ As students work in groups with a postcard written by a traveller from a German-speaking country, look for evidence that they are able to • select key information (words, expressions) to determine the visited country • make a logical choice of which country was visited, based on information provided	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.2 interpret and produce written texts, graphics, and images (continued)	
2.2.2 *Written Production (continued)*	
✤ produce simple written texts, using familiar structures, in guided and unguided situations	➤ Have students write a postcard, letter, or email from a real or an imaginary vacation destination.
	➤ Have students research a profession in which they are interested and have them write a report describing the main duties and activities of that profession, the education and prerequisites needed, the work schedule, salary expected, etc.
2.2.3 *Viewing*	
✤ derive meaning from a variety of visuals, in guided and unguided situations	➤ Provide students with photos of vacation destinations and popular vacation activities. Have students choose one photo and describe what they see in the photo and why they chose this particular photo. This could be done orally or in written form.

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, postcards, or emails. The checklist might include items such as the following: • meaning is clear • greeting and closing are appropriate • punctuation is appropriate • spelling, including accents, is correct (See examples of checklist criteria in Classroom Assessment, p. 12.)	
➤ When students prepare a report about a profession in which they are interested, provide them with a checklist for self and peer assessment. Criteria might include the following: • main topics and sections are clearly identified • relevant detail about each section is provided • sentence structure is accurate • spelling is accurate	
➤ When students choose a photo of a vacation destination and vacation activities, look for evidence that they are able to • provide key information and relevant details to describe the chosen photo • provide relevant reasons for their choice of photo • interpret elements in the photo	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.2 interpret and produce written texts, graphics, and images (continued) 2.2.4 *Representing* ✤ express meaning, using a variety of visual forms, in guided and unguided situations	➤ Have students create a poster giving information about a particular disease. Information could include symptoms, remedies, where to get more information, etc. Have students use the imperative to provide preventative measures. ➤ Have students create a poster entitled "All about me."/"*Über mich*." Information could include the following: • Social activities that I enjoy/*Freizeitsaktivtäten die mir gefallen* • My daily routine/*Mein Tagesablauf* • My favourite or dream vacations/*Meine Lieblings-oder Wunschferien* • My possible future profession(s)/*Meine Berufspläne* ➤ Have students choreograph a German song.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students prepare a poster giving information about a particular disease, discuss criteria with students before they begin. Criteria might include the following: • illustrations enhance the message of the text • name of disease and subtopics are clearly identified • relevant details are provided for each subtopic • imperative is used correctly to provide preventative measures • layout and design is neat and organized, with good use of space	
➤ When students create a poster about themselves, discuss criteria with students before they begin. Criteria might include the following: • relevant information for each subtopic about oneself is provided • illustrations enhance the message of the text • layout and design is neat and organized, with good use of space • appropriate and accurate vocabulary is used	
➤ When students perform the song, discuss criteria with students before they begin. Criteria might include visual elements in the choreography that correspond to the text	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form	
2.3.1 *Phonology*	
✤ recognize and imitate intonation patterns that affect meaning ✤ approximate the pronunciation of unfamiliar words	➤ First, model the use of specific sound distinctions in two sentences where the meaning is changed as a result of pronunciation. Guide students to identify the differences. Example: *únter hálten* versus *unterhálten* Then, provide a list of vocabulary to focus on critical sound distinctions such as long and short vowel sounds and sentences in which the emphasized inflections change the meaning. Examples: • *<u>Meine Oma</u> aus du Schweiz kommt morgen zu Besuch (wer?)* • *Meine Oma aus der Schweiz kommt <u>morgen</u> zu Besuch (wann?)* • *Meine Oma <u>aus der Schweiz</u> kommt morgen zu Besuch (welche?)*
2.3.2 *Orthography*	
✤ apply common spelling rules to write unfamiliar words	➤ Students practise target vocabulary by playing games such as "Hangman," spelling bee, etc.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Prepare an observation checklist. Observe the students' ability to reproduce appropriately in context critical sound distinctions. ➤ Look for evidence that students spell target vocabulary accurately in a variety of situations.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form (continued) 2.3.3 *Lexicon* ✤ experiment with and use a variety of words and expressions in familiar contexts ✤ recognize that one word may have multiple meanings, depending on the context (e.g., *Klasse*, *Stunde*, *fahren*) ✤ understand and use vocabulary and phrases related to the following topics/areas of experience: – personal identity ✓ name, age ✓ friends and relatives ✓ physical description – family and home life ✓ family members, relatives, occupations ✓ pets, animals ✓ the home – school ✓ subjects ✓ timetables ✓ classroom routines ✓ school facility – leisure and recreation ✓ hobbies, interest ✓ sports and exercises ✓ entertainment ✓ music ✓ vacation ✓ transportation – food ✓ meals ✓ restaurants ✓ grocery shopping – *Landeskunde* ✓ money, currencies ✓ celebrations ✓ geography ✓ climate, weather, seasons ✓ famous people – health and body ✓ body parts ✓ illness ✓ clothing – other areas ✓ topics of special interest to students	➤ Have students continue the use of a personal dictionary for each area of experience. ➤ Have students locate a word with multiple meanings and design a poster to represent the various meanings. Each student will present his or her poster to the class.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Use student conferencing to discuss each student's dictionary with him or her. ➤ Look for evidence of student's understanding of the complexity of language and language learning.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form (continued) 2.3.4 *Grammatical Elements* ✤ recognize and use, in **modelled situations**, the following grammatical elements: — plural nouns — separable verbs — perfect tense — selected reflexive verbs (first personal singular) — future tense — personal pronouns in accusative — subordinate clauses beginning with *weil*, *dass* — prepositions with accusative and dative — comparison of adjectives (all forms) — adjectival endings (case, number, gender)	**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. Limited fluency and confidence characterize student language. Example of a modelled situation: In preparation for a group project, students will keep a journal of that they would like to do. Students practise the structure *"Ich möchte _____ . Möchtest du _____."* using the sentence patterns provided. Each student asks five classmates, "*Was möchtest du morgen machen?"* Students answer saying *"Ich möchte ...*, with an infinitive of their choice. Each person then summarizes the results of their mini-survey: *Drei Schüler möchten tanzen*, and so on.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ 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	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form (continued) 2.3.4 *Grammatical Elements (continued)* ✤ use, in **structured situations**, the following grammatical elements: — formal address — modal verbs in present tense — imperative mood (all forms) — simple past (*hatte*, *war*) — possessive pronouns in nominative and accusative (plural forms) — comparison of adjectives (comparative forms only)	**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. Student language is characterized by increasing fluency and confidence. 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.
✤ use, **independently** and **consistently**, the following grammatical elements: — plural of familiar nouns — compound nouns — possessive pronouns in nominative and accusative (simular) — negation — sentence structure: inversion following expressions of place and time (e.g., *Heute gehe ich ...*)	**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. Example of an independent situation: Students send a letter, an email message, or a recorded message to a German-speaking penpal explaining what they do regularly.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ 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	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.4 apply knowledge of the sociocultural context	
2.4.1 *Register*	
✤ experiment with and use formal and informal language in familiar situations	➤ As students prepare various role plays (e.g,. at the doctor's office, planning an activity with a friend), review with students the appropriate level of formality in different situations. Provide students with expressions that would be appropriate in formal and informal situations.
2.4.2 *Idiomatic Expressions*	
✤ use learned idiomatic expressions in new contexts	➤ As students prepare role plays about visiting the doctor's office, provide them with specific idiomatic expressions related to illness (e.g., *Mein* _____ (part of body) *tut mir weh. Ich bin krank. Ich habe* _____ (part of body) *schmerzen.).*
2.4.3 *Variations in Language*	
✤ acknowledge and accept a variety of accents, variations in speech, and regional variations in language	➤ As students research and prepare different German-speaking countries as vacation destinations, discuss different expressions that are used in different countries to identify foods, greetings, etc.
2.4.4 *Social Conventions*	
✤ use basic forms and conventions of politeness in guided and unguided situations ✤ use appropriate oral forms of address in guided and unguided situations	➤ Provide students with various social conventions (e.g., invitations, dating, going to movies, addressing elders, etc.). Then have students role-play social interactions.
2.4.5 *Non-Verbal Communication*	
✤ recognize that some non-verbal behaviours may be used differently in German cultures ✤ recognize non-verbal behaviours that are considered impolite	➤ Have students mime the various gestures that are associated with being ill (e.g., holding your head when you have a headache).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Look for evidence that students use formal and informal register appropriately in their role plays.	
➤ Look for evidence that students use provided simple idiomatic expressions accurately in their role play.	
➤ Look for evidence that students identify some specific regional variations in language of the destination country.	
➤ Look for evidence that students use conventions provided appropriately.	
➤ Look for evidence that students use gestures accurately to convey their message.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.5 apply knowledge of how discourse is organized, structured, and sequenced in German	
2.5.1 *Text Forms*	
✤ identify and use a limited variety of oral and print text forms For a sample list of forms, see Appendix D at the end of Grade 10.	➤ Provide students with a model of a haiku poem or a cinquain poem. Then have them create their own haiku or cinquain poem about a favourite social activity, a daily activity, an interesting profession, etc. • *Haiku:* 5 syllables 7 syllables 5 syllables • *Cinquain:* Line 1—One word (noun)—Tells what poem is about Line 2—Two words (adjectives)—Describe the word in Line 1 Line 3—Three words (verbs)—Give action words (associated with Line 1) Line 4—Four words—Express feelings or thoughts (about line 1) Line 5—One word (noun)—Gives a synonym of the word in Line 1
2.5.2 *Patterns of Social Interaction*	
✤ initiate interactions and respond using simple interaction patterns	➤ Have students work in pairs to prepare an invitation to a special event that could be sent via email. If possible, have students send the message to another pair of students in the class, who must then respond to the invitation.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students create their own poems based on models provided, discuss criteria with students before they begin. Criteria might include the following: • model has been followed • appropriate and accurate vocabulary is used ➤ When students prepare an invitation to a special event, create a rubric or checklist to assess both the invitation and the response. Assessment criteria for the invitation might include the following: • key information is provided (who, what, where, when) • vocabulary and structures required to arrange meeting times and places are used correctly • sentence structure is accurate • spelling is accurate (See examples of criteria to assess written material in Classroom Assessment, p. 12.) ➤ Assessment criteria for the response might include the following: • a clear response is given • sentence structure is accurate • vocabulary and structures required to arrange meeting times and places are used correctly • spelling is accurate	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.5 apply knowledge of how discourse is organized, structured, and sequenced in German (continued) 2.5.3 *Cohesion/Coherence* ✤ link several sentences coherently on a single theme ✤ sequence a series of events using basic expressions of time (e.g., *zuerst, heute, dann, morgen*)	➤ As students establish the order of activities that are part of the daily routine, introduce important sequential markers such as *erstens, nächstens, dann, letztens/zuletzt.*

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students organize activities of a daily routine and use sequential markers, look for evidence that they are able to • organize daily activities into a chronological sequence • use appropriate sequential markers	

NOTES

GLOBAL CITIZENSHIP
GRADE 10

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
General Learning Outcome 3: Global Citizenship Students will acquire the knowledge, skills, and attitudes to be effective **global citizens** through the exploration of the cultures of the German-speaking world.	
3.1 historical and contemporary elements of German-speaking peoples	
3.1.1 *Gaining/Applying Knowledge of German Cultures*	
✤ identify similarities between German people their own age and themselves (e.g., music, clothing)	➤ Brainstorm with students about the types of questions they would like to ask German-speaking young people, if they had the opportunity (e.g., social life, friends, school, daily routine, opportunities for the future, careers, etc.). Give students the opportunity to pair up with a penpal. Have students write to German-speaking youth to find the answers to their questions. ➤ Have students simulate being agents for a German rock star, or any other type of music of German-speaking culture. Have students create a poster of their star, a cultural briefing for the star describing important cultural customs and musical contributions, a sound track, and the itinerary. Tasks can be distributed among groups.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students formulate questions, look for evidence that • questions are relevant and clear • resources are used effectively • analysis supports or refutes assumptions about German-speaking cultures ➤ When students simulate being agents for an international musician, look for evidence that they are able to identify musical contributions of German-speaking cultures.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.1 historical and contemporary elements of German-speaking peoples (continued)	
3.1.2 *Diversity within German Cultures*	
✤ explore regional differences among people living in German-speaking countries (e.g., food, dialects, costumes, celebrations)	➤ Have students work in groups to research the history of a German-speaking country. Have students present their information in the form of a multimedia presentation.
3.1.3 *Analyzing Cultural Knowledge*	
✤ compare the aspects of German cultures being studied with their own ✤ recognize the existence of stereotypes about and within German cultures	➤ Brainstorm with students for a list of current popular German-speaking entertainers, artists, politicians, athletes, etc. Then provide students with the names of several important historical German-speaking figures. Have students choose one person of the past and one of the present and have them find basic biographical information on each. Based on the information found, have students imagine the life of each person. Students either write a journal entry as each character or prepare a simple skit illustrating the life of each character. Discuss with students differences in lifestyle of the past and of the present.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Provide students with a rubric outlining assessment criteria before they begin the research project on a German-speaking country's history. Subtopics that might be included in the project could include the following: • settlement patterns • immigration • government • economy • geography • effects of world events • important people ➤ When students present the life of a famous person of the past and of a contemporary figure, look for evidence that they are able to • incorporate key events in the life of both individuals • identify differences and similarities in the lives of the characters	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.1 historical and contemporary elements of German-speaking peoples (continued)	
3.1.4 *Valuing German Cultures*	
✤ express interest in finding out about German-speaking youth	➤ Have students choose and research a topic that focuses on youth (e.g., dating, social activities, etc.). Have students present their information through a video, multimedia presentation, magazine, etc.
3.2 affirming and valuing diversity	
3.2.1 *Awareness of English*	
✤ identify similarities and differences between English and German (e.g., sentence structure, writing conventions)	➤ Provide students with language structures they are learning in German and language structures in English. Have students match the German structure with a corresponding structure in English. Then have students compare and contrast the structures in both languages. Finally, have students complete a text in German in which they must use the German structures studied in the matching activity.
3.2.2 *General Language Knowledge*	
✤ recognize that within a linguistic group people from different regions and/or social contexts may use differing pronunciation, vocabulary, and structure	➤ Have students view videos or films and listen to interviews or songs from different regions. After viewing or listening for the first time, have students work in pairs to identify the differences in pronunciation, vocabulary, and structures that they were able to note. Have them view or listen a second time, asking students to add to their original list. Discuss with the whole class which differences were noted. Have students prepare a written or oral summary of their findings.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students present information about a topic that focuses on youth, look for evidence that • a clear understanding of cultural traditions for German-speaking teens is evident • information is presented in an interesting and organized way • respect for diversity and differences in customs is maintained	
➤ When students compare structures in both languages, look for evidence that they • can identify differences and similarities between the two languages • use the German structures studied	
➤ As students view or listen to interviews or songs from different regions, look for evidence that they are adding an increasing number of details to their list of differences after each listening or viewing activity.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirming and valuing diversity (continued)	
3.2.3 *Awareness of Canadian Culture*	
✤ compare and contrast diversity in Canadian and German cultures	➤ Read several children's stories from German-speaking countries which depict a specific event, such as Christmas. Compare and contrast this event with the way in which different students celebrate the event. As an extension, students could create a story of their own celebration.
3.2.4 *General Cultural Knowledge*	
✤ recognize that geography, climate, and history affect the culture of a particular region	➤ Have students complete a rural-urban study of a German-speaking country.
3.2.5 *Intercultural Skills*	
✤ recognize various ways of coping with linguistically and culturally unfamiliar situations	➤ Have students who have travelled to German-speaking countries report on their experiences pertaining to coping linguistically and culturally there.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Have students complete a *True or False* activity to ensure understanding of the celebration in their culture and in the German-speaking countries.	
➤ After students have completed a study about the differences between urban and rural life in a German-speaking country, have students present their findings about cultural diversity within a country and have them complete a reflection journal. Questions for the journal might include the following: • What are some of the mains differences you noted between urban and rural life? • What are some of the similarities you noted between urban and rural life? • What are some possible reasons for these differences? • Which lifestyle would you prefer and why?	
➤ When students listen to their classmates, look for evidence that they appreciate the challenge.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.3 personal and career opportunities	
3.3.1 *German Language and Cultures*	
✤ recognize that knowledge of an additional language is an asset to any career	➤ Brainstorm with students the answers to the question "What careers require a knowledge of German?" Have students work in pairs or small groups to prepare a poster and small informational brochure called "Careers and German."
3.3.2 *Cultural and Linguistic Diversity*	
✤ identify some personal uses they have made of their knowledge of different languages and cultures	➤ As students research professions that are of interest to them, have them also research one occupation or profession that requires knowledge of another language and culture. Have students then create a classified advertisement for the job they researched. The advertisement should include job duties, requirements, salary, start date, hours of work, etc.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students prepare a poster and brochure about careers that require a knowledge of German, discuss assessment criteria before students begin. Provide students with guidelines of basic questions to which they must find the responses. Assessment criteria for brochure and poster might include the following: • information is accurate • relevant details are provided • appropriate vocabulary is used • spelling is accurate • brochure and poster are well-organized, with good use of space	
➤ When students prepare an advertisement for a job, provide students with a checklist for self and peer assessment. Criteria might include the following: • job duties are clearly defined • requirements are clearly outlined in relation to German language and culture • salary is given • start date and hours of work are given Upon completion of the advertisements, have students respond to the following questions in a reflection journal: • Would you want this type of profession? Why or why not? • What are the pros and cons of the job? • What role does a second language play in this profession?	

NOTES

STRATEGIES
GRADE 10

Strategies

language learning strategies

language use strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

general learning 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
General Learning Outcome 4: Strategies Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication.	
4.1 language learning	
4.1.1 *Cognitive*	
✤ identify and use a variety of cognitive strategies to enhance language learning (e.g., group together sets of things with similar characteristics, such as nouns ending in *–ung*)	➤ Have students play "Verb-Bingo" in order to understand patterns in reflexive and other verbs better.
	➤ Divide students into two or three teams. Have each team stand in a line so that the first person is in front of the board. On the board, write all the pronoun subjects and a verb in the infinitive. Provide the first person in the line of each team with chalk or a marker. The first person in the line of each team runs to the board to conjugate the given verb with "*ich*," then runs back to his or her teammates and gives the marker to the next member on the team. This person runs to the board and conjugates the given verb with the subject "*du*." The game continues until the first team has completed the conjugation of the verb with all the subject pronouns. A point is awarded if the team correctly conjugates the verb.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students participate in games, look for evidence that they are able to • make connections between pictures and verb conjugations • listen actively to instructions • participate willingly and actively throughout the game Provide students with a test following the activity to confirm their understanding of the verb conjugation patterns. Give them unknown verbs that follow the same pattern to verify if students can apply the strategy. ➤ When students participate in a team verb conjugation game, look for evidence that students are able to • try conjugations individually first • solicit assistance from their teammates • identify mistakes • identify patterns in the verb conjugations ➤ Conference with students to review their ideas with them and to verify that they have an awareness of their strengths and weaknesses.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.1 language learning (continued)	
4.1.2 *Metacognitive*	
✤ identify and use a variety of metacognitive strategies to enhance language learning (e.g., reflect on learning tasks, identify own strengths and needs)	➤ Post a simple text at the front of the room. Have students work in teams. Students take turns going to the front and reading a portion of the text, then returning to their team and reciting what they have read. A different team member records what has been recited after each portion. At the end of the text, a reporter is chosen to read what was recited and recorded by the group. Then provide students with the original text from the front of the room and have them compare it with their versions. Afterwards, discuss with students the different methods they used to remember the text.
4.1.3 *Social/Affective*	
✤ identify and use a variety of social and affective strategies to enhance language learning (e.g., work with others to solve problems, get feedback on tasks)	➤ At the beginning of the course or at the beginning of a unit, have students complete a survey asking them to identify some of their interests. This survey can be used to incorporate ideas and activities into the units planned throughout the course. ➤ Throughout a unit, have students write a learning log that identifies the activities they liked best during the unit, what they feel they learned, and what they feel they still need to work on. ➤ Before students prepare a poster about a given topic, have them brainstorm and prepare a web as a pre-writing activity.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Have students respond in a learning log to the following questions: • What methods did you use to remember the text? • What methods presented by other students would you try next time? ➤ Monitor students' logs throughout the year for evidence of the following: • regular use of the log • continuity (Do students work on things they have previously identified?) • growth in the ability to reflect on their needs and interests	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.2 language use	
4.2.1 *Receptive*	
✤ identify and use a variety of reading and listening strategies to aid comprehension (e.g., make inferences based on prior knowledge and experiences)	➤ Instruct students to follow a procedure when they encounter unknown words: 1. Read sentences before and after the unknown word. 2. Find words or phrases that give clues to the meaning of the word. 3. Look at word parts (prefixes, suffixes, etc.). 4. Think about words that are similar. 5. Use a dictionary or glossary to verify meaning. 6. Create a mental or visual picture to retain meaning.
4.2.2 *Productive*	
✤ identify and use a variety of speaking and writing strategies (e.g., compensate for avoiding difficult structures by rephrasing)	➤ Provide students with a reading text. Have them underline all the unfamiliar words and phrases. Discuss them as a class. Then have students rewrite the passage in a simple form.
4.2.3 *Interactive*	
✤ identify and use a variety of interactive strategies (e.g., ask for confirmation that a form used is correct)	➤ Have students form teams or small groups. Provide each group with several words from themes studied. Ask a member of each team to describe the word. The other members of the team must guess what the word is, based on the description given. If the team guesses correctly, a point is awarded.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Provide students with a checklist to monitor the extent to which they use an established procedure when encountering new words.	
➤ When students are rewriting the passages, look for evidence that they are able to • use alternate vocabulary • construct simpler sentences • retain the original intent and message	
➤ As students work in teams to describe words from themes studied, look for evidence that they are • speaking German throughout activity • encouraging other team members • soliciting information from each other in a positive way	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.3 general learning	
4.3.1 *Cognitive*	
✤ identify and use a variety of cognitive strategies to enhance general learning (e.g., use mental images to remember new information)	➤ Provide students with language structures they are learning in German and language structures in English. Have students match the German structure with a corresponding structure in English. Then have students compare and contrast the structures in both languages. Finally, have students complete a text in German in which they must use the German structures studied in the matching activity.
4.3.2 *Metacognitive*	
✤ identify and use a variety of metacognitive strategies to enhance general learning (e.g., make a plan about how to approach a task)	➤ Provide students with a list of activities related to themes studied. Have students choose the type of activity they wish to complete in order to encourage learning based on individual learning styles (e.g., for the vacations theme, students might choose from the following types of activities: song, travel brochure, travel poster, promotional videoclip). Provide students with a reflection questionnaire. Questions might include the following: • Why and how did I choose my activity? • What did I understand about the work I did? • How did I relate what I already know with new information? • How have my ideas changed? • What did I not understand? • What questions do I still have? • How can I find the answers to my questions?

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students work with language structures in English and in German, look for evidence they are able to • identify and compare patterns between the languages • use knowledge of two language structures in order to complete matching or fill-in-the-blank activities correctly	
➤ Collect students' reflection questionnaires and look for evidence that students respond thoughtfully and with appropriate detail.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.3 general learning (continued) 4.3.1 *Social/Affective* ✤ identify and use a variety of social and affective strategies to enhance general learning (e.g., encourage themselves to try even though they might make mistakes)	➤ Provide students with a procedure to support them in the group decision-making process or the problem-solving process. A sample set of steps for such processes follows: • Define problem or task • Brainstorm • Clarify ideas • Confirm ideas • Elaborate ideas • Evaluate ideas • Organize information • Find solutions (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 5 – 430):

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Present students with a situation and have them work in groups, following the procedure discussed. Have students complete an evaluation after the activity in which they answer the following types of questions: • Did your group follow the steps? Why or why not? • Which activities were most useful? Less useful? • How did this procedure help you to come to a decision or solve a problem?	

NOTES

APPENDICES
GRADE 10

Appendix A

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 B

Wie war unsere Gruppenarbeit?
Fassung A

Name _____ Datum _____

Gruppenmitglieder _____ _____ _____ _____

Kreuze ein Kästchen an.	***Ja***	***Nein***
Wir haben Ideen beigetragen.		
Wir haben Anderen zugehört.		
Wir haben Fragen gestellt.		
Wir haben Andere ermutigt.		
Wir haben höflich widersprochen.		
Wir sind beim Thema geblieben.		
Wir haben Gruppenziele gesetzt.		
Wir haben als eine Gruppe über unseren Fortschritt nachgedacht.		

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:

-
-
-
-

Appendix C
Beispiel von einem Forschungsplan

(Adapted from Linda Ross, as found in Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 8 – 184–185)

Name:_____ Datum: _____

Schritt 1—Vorbereitung: Ziel und Plan

Halte ein Brainstorming ab. Welche Ideen und Fragen hast du?

Thema: _____

Schreibe alles auf, was du schon über das Thema **weißt**.

Schreibe auf, was du über das Thema **wissen willst** oder was du glaubst wissen zu müssen.

Meine **Zuhöher**: _____

Mein **Ergebnis**: _____

Ich werde (✓) benutzen, um Notizen zu machen.

___ Schema
___ Tabellen
___ WWL
___ "slim jims"
___ grafische Organisatoren
___ Internet

Schritt 2—Informiere dich über das Thema

Quellematerialien (✓)

__ Interviews
__ Zeitungen
__ Zeitschriften
__ CD-ROM Kreationen
__ Tabellen
__ Videos
__ Umfragen
__ Debatten
__ Zeichnungen/ Illustrationen
__ Experimente
__ Biografien
__ Lexikon
__ Diagramme
__ Dokumentalfilme
__ Umfragen
__ Artefakte
__ Fotos
__ andere

Stufe 2—Informiere dich über das Thema (...weiter)

Meine Quellematerialien sind:

(Autor, Titel, Erscheinungsdatum, Erscheinungsort, Verlagshaus)

_____

_____

_____

_____

Beachte:

- die Genauigkeit, die Flüssigkeit, die Qualität, die Quantität, und die Zuverlässigkeit der Quellematerialien.
- Schätze die Quellematerialien ein.

Mache Notizen. Überprüfe die Notizen. Das Material soll aktuell, relevant und vollständig sein.

Schritt 3—Verarbeite die Information

Schreibe den Entwurf. Begründe (in Einzelheiten) deine Aussagen .

- Revidiere mit einem Farbstift:
  - ✦ Streiche die Information weg, die nicht relevant ist
  - ✦ Markiere, wo es Lücken in der Information gibt
  - ✦ erkläre Aussagen und Information
  - ✦ ordne Aussagen und Information
  - ✦ markiere, wo du das Interesse der Zuhörer erwecken und behalten willst
- Korrigiere mit einem anderen Farbstift:
  - ✦ Großbuchstaben- wo nötig
  - ✦ Rechtschreibung
  - ✦ Satzzeichen
  - ✦ verschiedene Arten von Sätzen
  - ✦ Übergangsworte/-sätze
  - ✦ Satzbau
  - ✦ Übereinstimmung von Subjekt/Verb
  - ✦ Gebrauch des Zielwortschatzes
  - ✦ angemessener Sprachgebrauch für den Zuhörer

Zuerst sollst du deinen Bericht selbst überarbeiten. Dann sollst du mit einem Mitschüler zusammen arbeiten, um deinen Bericht zu korrigieren. Endlich, sollst du deinen Bericht mit dem Lehrer redigieren

Schritt 4—die Präsentation der Information

Jetzt kannst du den Bericht mit deinen Zuhörer vorlegen.

Schritt 5—Bewerte dich selbst

Was hast du gelernt? Was hast du gut gemacht? Wie könntest du deine Präsentation verbessern?

Appendix D
Sample List of Text Forms

The following list is not intended to be prescriptive but is provided to suggest possibilities for expanding students' experience with different forms.

Print Texts
- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets, and leaflets
- Cartoons
- Catalogues
- Charts, diagrams, graphs
- Compositions
- Dictionaries and grammar items
- Drawings
- Encyclopaedia entries
- Fables
- Folk tales and legends
- Forms
- Graffiti
- Historical fiction
- Information texts
- Instructions and other "how to" texts
- Invitations
- Jokes
- Journals, diaries, and logs
- Labels and packaging
- Letters—business and personal
- Lists, notes, personal messages
- Maps
- Menus
- Mysteries
- Myths
- Newspaper and magazine articles
- Non-fiction chapter books
- Picture books
- Plays
- Poetry
- Programs
- Questionnaires
- Readers' theatre
- Recipes
- Reports and manuals
- Rhymes
- Riddles
- Scripts
- Short stories and novels
- Signs, notices, announcements
- Stories
- Symbols/logos
- Textbook articles
- Tickets, timetables, and schedules
- Travel log
- Word-play

Oral Texts
- Advertisements
- Announcements
- Ceremonies—religious and secular
- Debates
- Fables
- Formal and informal conversations
- Interviews
- Jokes
- Lectures
- Messages
- Mysteries
- Myths
- News reports
- Oral stories and histories
- Plays and other performances
- Reports and presentations
- Rhymes
- Riddles
- Role-play/skits
- Songs and hymns
- Speeches
- Telephone conversations
- Word-play

Visual Texts
- Drawings
- Illustrations
- Photographs
- Pictures
- Prints

Multimedia Texts
- Charts, diagrams, graphs
- Comic strips
- Computer and board games
- Computer software
- Dance
- Movies and films
- Murals
- News reports
- Puppet plays
- Slide/tape/CD and video/DVD presentations
- Symbols/logos
- Television programs
- Websites

NOTES

Grade 9 to Grade 12 German Language and Culture

Grade 11

Applications *3*
Language Compentence *21*
Global Citizenship *47*
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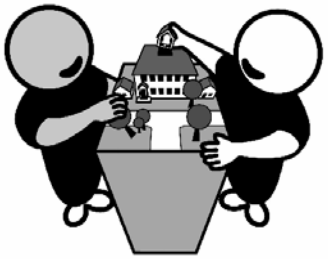
APPLICATIONS
GRADE 11

Applications



express emotions and personal perspectives

impart and receive information

get things done

Students will use German in a variety of situations and for a variety of purposes.

form, maintain, and change interpersonal relationships

extend their knowledge of the world

use the language for imaginative purposes and personal enjoyment

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
General Learning Outcome 1: Applications Students will use German in a variety of **situations** and for a variety of **purposes**. **1.1 receive and impart information** 1.1.1 *Share Factual Information* ✤ seek out and provide information on several aspects of a topic (e.g., give a simple report, understand and use definitions, comparisons, and examples)	➤ Have students research the life of a celebrity, artist, or musician, traditional or contemporary, of a German-speaking country. Have students then present their findings to the class, without giving the name of the famous person. Classmates must guess who the person is. Have students use a biographical map to help them organize ideas: • Biography Title • Timelines or Milestones • Achievements • Personal Qualities • Important people in life (BC *Resource Package*, 42; Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 5 – 354) ➤ Ask students to explore various examples of people whose accomplishments they admire. List them on the board and discuss. Then have students think of events in their own lives of which they feel personally proud. Suggest that students prepare a presentation to the class describing their personal chosen event or accomplishment and explaining why it is important to them (BC *Resource Package*, 60).

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(continued)

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students present information they have researched about a famous person of a German-speaking country, look for evidence that they • present accurate and detailed information • show appreciation for the importance or relevance of the individual's contributions • avoid stereotyping or overgeneralizing • are developing increased understanding of and insights into German culture and society	
➤ When students narrate events orally or in writing, provide prompts or questions to help them elaborate. Note the extent to which students • enhance their descriptions with details of time, place, and people involved • comment on circumstances surrounding events, as well as on the events themselves • use verb tenses appropriately to sequence events and differentiate between circumstances and isolated events • use appropriate verb tenses to differentiate between past and present • speak clearly, using pronunciation and intonation to support and convey meaning • describe and narrate events in a comprehensible way	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.1 receive and impart information (continued)	
1.1.1 *Share Factual Information (continued)*	
✤ seek out and provide information on several aspects of a topic (e.g., give a simple report, understand and use definitions, comparisons, and examples)	➤ Have students prepare a television or movie review, using the following guidelines: 1. Tell the name of the movie or TV program. 2. Tell the name of the characters in it. 3. Tell what kind of show it is. 4. Tell some interesting, funny, or exciting things that happened in it. 5. Tell what you liked or did not like about it. 6. Rate it from 1 to 5 (Top Rating) and explain your rating. 7. Tell who you think would enjoy the show or movie and why you think they would enjoy it. (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 5 – 28).
1.2 express emotions and personal perspectives	
1.2.1 *Share Ideas, Thoughts, Opinions, Preferences*	
✤ inquire about and express agreement and disagreement, approval and disapproval, satisfaction and dissatisfaction, interest and lack of interest	➤ Have students prepare surveys related to a theme studied (e.g., favourite entertainment figures, favourite types of music, hobbies, etc.).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students prepare a TV or movie review, provide them with a checklist for assessment, based on the guidelines given for the review. ➤ Work with students to prepare assessment criteria for surveys. Criteria might include the following: • clear formulation of questions • questions are relevant to the chosen topic • use of varied and appropriate vocabulary • correct spelling • evidence of risk-taking by attempting to go beyond vocabulary and structures practised in class	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.2 express emotions and personal perspectives (continued)	
1.2.1 *Share Ideas, Thoughts, Opinions, Preferences (continued)*	
✤ inquire about and express agreement and disagreement, approval and disapproval, satisfaction and dissatisfaction, interest and lack of interest	➤ *Fortune Cookie Activity*: From a container, have students draw papers with their fortunes, in the style of the fortune cookie. Students must agree or disagree with the fortune they have drawn. As an extension, students could write a story related to the fortune they have drawn.
1.2.2 *Share Emotions, Feelings*	
✤ inquire about, express, and respond to emotions and feelings in a variety of contexts	➤ Play excerpts from a variety of music types. Have students record their emotional response to each selection. Music could include selections without librettos. To assist students further, a list of possible emotional responses could be given to them from which they then select for each excerpt. Discuss responses as a class.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students work in groups to discuss fortunes, look for evidence that students are able to • take turns to participate • clearly express their agreement or disagreement with the fortune drawn • respond appropriately to questions and cues from others • speak German throughout the activity ➤ As students perform the task, verify that emotions are expressed with appropriate language.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.3 get things done	
1.3.1 *Guide Actions of Others*	
✤ suggest a course of action in a variety of situations	➤ Have students role-play several situations, such as going to the movies, buying a CD, renting a movie, etc.
1.3.2 *State Personal Actions*	
✤ state personal actions in the past, present, or future	➤ Provide students with a model dialogue in which someone is inviting someone else to do an activity on a particular day at a particular time. Students then complete a seven-day agenda by inviting someone to do something with them every day.
1.3.3 *Manage Group Actions*	
✤ express disagreement in an appropriate way	➤ Provide students with expressions of disagreement, both polite and impolite. Have students guess which expressions are polite and impolite. Then have students formulate short dialogues in which they practise polite disagreement

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Discuss criteria with students before they prepare role-play situations. The teacher may wish to develop a checklist students can use for self and peer assessment. Criteria might include the following: • level of formality is appropriate for the context • meaning is clear • appropriate details are included in questions and answers Language Competence Criteria: • gestures and body language support communication • pronunciation and intonation are generally accurate • interaction has some sense of fluency and spontaneity • props and visual aids are used to support communication (See role-play assessment criteria in Classroom Assessment, p. 11.)	
➤ As students interact to complete a seven-day agenda of activities, look for evidence that they are able to • invite, accept, and decline using patterns and structures learned • speak German throughout the activity • interact with a variety of peers throughout the activity	
➤ As students present the spontaneous dialogues, verify that they are using appropriate expressions of disagreement.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.4 form, maintain, and change interpersonal relationships	
1.4.1 *Manage Personal Relationships*	
✤ give and respond to compliments, and justify and explain own actions	➤ Provide students with a series of compliments and a list of possible responses. Have students choose the most appropriate response for each compliment. This could be set up as a competition.
1.5 extend their knowledge of the world	
1.5.1 *Discover and Explore*	
✤ explore and express meaning in a variety of ways (e.g., drawing a diagram, making a model, rephrasing)	➤ Provide a variety of contemporary and traditional music and visual art from the German-speaking world. Ask students to illustrate their personal responses to these works by creating a poster, collage, or magazine cover that represents three different songs, musicians, or artists the students particularly enjoyed. Students could include captions that reflect their thoughts and feelings about these works (BC *Resource Package*, 40).
1.5.2 *Gather and Organize Information*	
✤ organize and manipulate information (e.g., transform information from texts into other forms, such as tables or diagrams)	➤ Brainstorm with students about what they know about German fairytales. Have students put information into a web. Present students with a German fairytale. Have students complete the following chart after reading the fairytale. • Setting • Characters • Problem • Magic • Events • Ending As an extension, have students write their own version of the original fairytale studied. Have students then compare the original version with another student's version.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students select the best responses, verify that their choices are correct. ➤ Look at the posters, collages, or magazine covers that students create in response to creative works for evidence that they are able to offer unique personal perspectives or impressions combining visual elements and words. ➤ As students brainstorm and create webs, look for evidence that they are able to • identify key ideas • organize categories • draw from past experiences • take risks putting forward their ideas • ask questions to clarify information ➤ As students examine fairytales, look for evidence that they are able to • identify the main characteristics of fairytales • identify similarities and differences in different versions of a fairytale	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.5 extend their knowledge of the world (continued)	
1.5.3 *Explore Opinions and Values*	
✤ examine differing perspectives on an issue	➤ Have students choose a character from a fairytale. Students then examine an issue or another character from this character's point of view
	➤ Have students tell a traditional fairytale from the point of view of a different character (e.g., "Red Riding Hood" as told by the wolf).
1.5.4 *Solve Problems*	
✤ identify a problem and propose a solution	➤ Identify a problem and solve it in small groups (e.g., owing someone money).
	➤ Have students identify problems that are evident in current events and have them consider possible solutions.
1.6 for imaginative purposes and personal enjoyment	
1.6.1 *Humour/Fun*	
✤ use German for fun and to interpret humour (e.g., cartoons, stories)	➤ Provide students with comic strips with the conversation in the bubbles deleted. Students complete the comic strips with their own versions of the conversation.
	➤ Provides students with one part of comic strip. Each student must find the other half of his or her comic strip by checking with classmates. When students have found their partner with the other half of the comic strip, have them role play the scene for the class or create an alternative dialogue.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students examine an issue from a particular character's point of view, look for evidence that they are able to • take risks putting forward their ideas • state opinions clearly • include details, reasons, and examples to support opinions • use a range of appropriate vocabulary and structures • adjust language to reflect the perspective of the chosen character	
➤ As students work in groups to identify a problem and consider solutions, look for evidence that students are able to • state and describe the problem • list possible solutions • use target vocabulary and expressions • speak German during the group activity	
➤ As students complete comic strips with their own versions of the conversation, look for evidence that they are able to • use language in humorous ways • take risks to go beyond vocabulary and structures learned in class	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.6 for imaginative purposes and personal enjoyment (continued)	
1.6.2 *Creative/Aesthetic Purposes* ✤ use German creatively (e.g., write poems based on simple, repetitive and modelled language)	➤ Have students research a German artist or muscian. Have students write a poem about the person they have studied.
1.6.3 *Personal Enjoyment* ✤ use German for personal enjoyment (e.g., find a personal penpal and exchange email messages)	➤ Invite students to work in groups to choose their favourite selections from a variety of CDs in German and put together music awards ceremonies for the class. Ask groups to select categories (e.g., "best male singer," "best group," etc.) and present nominations and winners in German, giving as much background information as possible (BC *Resource Package*, 56).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Discuss criteria for composing the poem. Criteria might include the following: • relevant information is included • a personal response is embedded • the form is created consciously	
➤ Observe that students are participating actively.	

NOTES

LANGUAGE COMPETENCE
GRADE 11

La

Language Competence

interpret and produce oral texts

attend to form

interpret and produce written texts

Students will use German effectively and competently.

apply knowledge of the sociocultural context

apply knowledge of how text is organized, structured, and sequenced

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
General Learning Outcome 2: Language Competence Students will understand and produce German **effectively** and **competently** in spoken and written forms.	
2.1 interpret and produce oral texts	
2.1.1 *Aural Interpretation*	
✤ understand the main points and some specific details of a variety of oral texts on familiar topics, in guided and unguided situations	➤ Have students listen to a radio ad or view a TV ad. In pairs or in small groups, have students identify the product, some details about the product, the slogan, and the target audience.
	➤ Show students a German commercial, cutting off the message at the end of the commercial. Students must then guess what the message is, based on what they saw and heard in the first part of the message. Discuss students' ideas for the message and then play the whole commercial.
2.1.2 *Oral Production*	
✤ understand the main points and some specific details of a variety of written texts on familiar topics, in guided and unguided situations	➤ Select a legend or myth that has three or four logical stopping points in the story. Have students examine the title, author, and illustrations. Ask students questions to develop predictions about the characters, setting, and plot. Using a Before-During-After Reading Map, record, students' predictions beside B under each of the story elements. Have students read the first segment of the story silently to check predictions. Discuss with students whether or not their predictions were correct and ask them to make predictions about the next segment of reading. Record these predictions in the D (during) section of the map. Continue the predicting-reading-proving cycle until the selection is completed. Record any new information in the A section of the map (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Strategies – 146–147).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students view German commercials, look for evidence that they • identify the message • have used specific details in their interpretation • are open to considering a variety of views and interpretations	
➤ As students use the Before-During-After Reading Map for the reading of legends or myths, look for evidence that students are able to • identify the key elements of the story • focus on key words, phrases, and ideas • make logical inferences based on the title, author, and illustrations Have students retell the story in written or oral form.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.1 interpret and produce oral texts (continued)	
2.1.2 *Oral Production (continued)*	
✤ understand the main points and some specific details of a variety of written texts on familiar topics, in guided and unguided situations	➤ Have students read a review of a movie, TV show, performance, or music CD. Students must identify the main points of the review, as well as some supporting details.
2.1.3 *Interactive Fluency*	
✤ derive meaning from a variety of visuals and other forms of nonverbal communication, in guided situations	➤ Invite students to examine cartoons or comic strips written in German and to note common expressions. Have students pay particular attention to the visual elements. Have students think about what meaning is communicated visually and how it is done. ➤ Have students view a variety of German commercials and have them identify the specific purpose, intended audience, and message of each. Have students consider how the visual component of the commercial contributes to the interpretation.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students work with reviews, look for evidence that they are able to • identify the main points • provide details • use cognates and contextual clues to derive meaning ➤ When students analyze German-language cartoons or comic strips, look for evidence that they are able to interpret the visual elements to derive additional meaning. ➤ When students view German commercials, look for evidence that they • use visual clues to help identify purpose, intended audience, and message • focus on key vocabulary and expressions to help identify purpose, intended audience, and message	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.2 produce oral and written texts 2.2.1 *Noninteractive Spoken Production* ✤ produce simple oral texts on familiar topics, in guided and unguided situations	➤ Have students view/listen to a program similar to *Entertainment Tonight*. Have students note the main information provided in each segment of the program or divide the class into groups and have each group record the important details for one segment. Then discuss with the class. ➤ Using fables, provide students with the beginning and the end of a fable. In groups, students then complete the story and create a skit. ➤ In groups, have students prepare a fashion show with commentary. Have each group prepare a fashion show on a different theme (e.g., graduation attire, summer or winter attire, sports attire, etc.).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Before students prepare a skit of the fable, discuss criteria for creating the story. Criteria might include the following: • meaning is clear • events are sequenced to create a coherent story • appropriate conventions and traditions are incorporated • interesting and relevant details are incorporated • gestures and body language support communication • pronunciation and intonation are generally accurate ➤ When students prepare a fashion show on a particular theme, discuss criteria before students begin. Criteria might include the following: • appropriate vocabulary related to clothing and fashion is used • present tense is used appropriately • comparative is used appropriately • pronunciation and intonation are generally accurate • props are used to support the presentation	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.2 produce oral and written texts (continued)	
2.2.2 *Interactive Spoken Production*	
✤ initiate and manage short interactions, with pauses for planning and repair	➤ After students have examined several advertisements for movies, have them role-play making plans to attend a movie. Their choices should reflect the information acquired from the advertisements (e.g., movie titles, locations, times, actors, critic's ratings, etc.). Students might also refer to their favourite genres (BC *Resource Package*, 46). Alternatively, students could work in groups in which each person presents a movie he or she has seen, with discussion following.
2.2.3 *Written Production*	
✤ produce simple written texts on familiar topics, in guided and unguided situations	➤ Have students write a fan letter to an entertainer, singer, musician, etc. ➤ Have students write their own simple fairytale or have them rewrite a common fairytale in modern setting. Provide students with a story-writing planner to help organize their ideas. Story models should also be provided or discussed prior to this activity.
2.2.4 *Representing*	
✤ express meaning using a variety of visuals and other forms of nonverbal communication, in guided situations	➤ Have students watch a music video without the sound. Then ask students to create the text for the song. Each student then presents his or her text. Watch the music video again, with the song audible to the students. Discuss which texts best represent the music video. (This may be done with a German or an English video.)

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Discuss criteria with students before they prepare role-play situations. The teacher may wish to develop a checklist students can use for self and peer assessment. Criteria might include the following: • meaning is clear • appropriate details are included in questions and answers • interaction has some sense of fluency and spontaneity • gestures and body language support communication • pronunciation and intonation are generally accurate • props and visual aids are used to support communication (See role-play assessment criteria in Classroom Assessment, p. 11.)	
➤ When students write their own fairytale, provide them with assessment tools, as well as a writing planner to help them organize their ideas. Use these tools as a basis for final assessment. (See example of story assessments in Classroom Assessment, pp. 18–19.)	
➤ As students watch a music video and attempt to interpret it, look for evidence that they are able to • watch attentively • create text	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form	
2.3.1 *Phonology*	
✤ pronounce unfamiliar words correctly, and identify and reproduce some critical sound distinctions that are important for meaning (e.g., *Wien* vs. *Wein*)	➤ When preparing a fashion show, ask students to prepare short texts to present the models and clothing they are wearing, using correct stress and intonation patterns of the German language.
2.3.2 *Orthography*	
✤ apply basic spelling rules consistently, and use mechanical conventions (e.g., *Kommasetzung*, *Anführungszeichen*)	➤ Provide students with opportunities to self and peer edit written work in order to verify basic rules and mechanical conventions.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students present the show, look for evidence that students are speaking correctly. ➤ Look for evidence that students spell targeted vocabulary accurately in a variety of situations.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION

2.3 attend to form (continued)

2.3.3 *Lexicon*

- ✤ use a variety of words and expressions in familiar contexts, and use familiar vocabulary to derive meaning from a variety of texts
- ✤ understand and use vocabulary and phrases related to the following topics/areas of experience:
  - — personal relationships
    - ✓ peers
    - ✓ friends
    - ✓ relatives
  - — German civilization
    - ✓ history
    - ✓ famous people
    - ✓ inventions
    - ✓ literature
    - ✓ architecture
    - ✓ myths/legends
  - — leisure and recreation
    - ✓ sports and exercise
    - ✓ health and lifestyle
  - — contemporary life and issues
    - ✓ current events
    - ✓ science and technology
    - ✓ institutions and systems (schools)
    - ✓ environment
    - ✓ housing
  - — popular culture
    - ✓ mass media
    - ✓ advertising
    - ✓ music
    - ✓ literature
  - — European context
    - ✓ geography/topography
    - ✓ travel
    - ✓ the European Union
  - — personal image
    - ✓ fashion
    - ✓ careers
    - ✓ future plans
  - — other areas
    - ✓ topics of special interest to students

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form (continued) 2.3.4 *Grammatical Elements* ✤ recognize and use, in **modelled situations**, the following grammatical elements: — simple past — reflexive verbs (all forms) — nominative, accusative, and dative case as a concept — sentence structure: time/manner/place — personal pronouns in dative — possessive pronouns preceding dative objects — infinitive phrases and clauses (e.g., *Ich plane nach Deutschland zu reisen. Oma geht in die Stadt, um das Museum zu besuchen.*) — relative clauses in nominative and accusative	**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. Limited fluency and confidence characterize student language. Example of a modelled situation: In preparation for a group project, students build a list of the activities that they would like to do. Students practise the structure *"Ich möchte _____ . Möchtest du _____."* using the sentence patterns provided. Then students survey other classmates: "*Was möchtest du morgen machen?"* Students answer saying *"Ich möchte ...*, with an infinitive of their choice. Each person then summarizes the results of their mini-survey: *Drei Schüler möchten tanzen*, and so on.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form (continued) 2.3.4 *Grammatical Elements (continued)* ✤ use, in **structured situations**, the following grammatical elements: — plural of nouns — separable verbs — perfect tense — modal verbs in simple past — future tense — personal pronouns in accusative — subordinate clauses — prepositions with accusative and dative — comparison of adjectives (all forms)	**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. Student language is characterized by increasing fluency and confidence. Example of a structured situation: Provide students with a map of their town or city. Identify key locations on the map. Having taught the use of dative and accusative prepositions, group students in pairs and have students alternately ask for directions and give directions to specified locations.
✤ use, **independently** and **consistently**, the following grammatical elements: — formal address — modal verbs in present tense — imperative mood (all forms) — possessive pronouns in nominative and accusative, plural forms — comparison of adjectives (comparative forms only)	**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. Example of an independent situation: Students send a letter or an email message to an administrator in the school, giving recommendations for improving the school building and services. Students should be advised to use the modal verbs and the comparative form of adjectives.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.4 apply knowledge of sociocultural context	
2.4.1 *Register*	
✤ recognize and use formal and informal language appropriately in familiar situations	➤ Have students role-play a situation in which a police officer stops a driver for speeding and focus on the use of the formal register. Then have students develop a role-play in which they are describing the experience of being stopped by the police to a friend. Have students focus on the informal register in this dialogue.
2.4.2 *Idiomatic Expressions*	
✤ use idiomatic expressions in a variety of contexts	➤ Provide students with a dialogue that contains idiomatic expressions. Have students identify as many as they can and guess their meaning. Then provide the actual meanings. In pairs, students then present short, spontaneous exchanges in which they use a given number of idiomatic expressions.
2.4.3 *Variations in Language*	
✤ recognize and adapt to individual differences in spoken German (e.g., region, age, individual speech patterns)	➤ Have students listen to a children's song and a pop selection. Discuss the differences in language use and expression in the two selections.
2.4.4 *Social Conventions*	
✤ use basic forms and conventions of politeness, and use appropriate oral forms of address	➤ Discuss social conventions with students. Watch a German TV or movie segment and identify social conventions for young people in the segment.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students prepare role plays using the formal and informal registers, note the extent to which they are able to • use formal and informal register in the appropriate situations • provide clear messages • use intonation, gestures, and body language to support communication • speak clearly and smoothly, with pronunciation being generally accurate	
➤ When students present their exchanges, look for evidence of • correct understanding of the idiomatic expressions • appropriate inflection and intonation in delivering the expressions	
➤ Look for evidence that students are able to identify variations in language use.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.4 apply knowledge of sociocultural context (continued)	
2.4.5 *Nonverbal Communication*	
✤ understand and use some common nonverbal behaviours in familiar contexts (e.g., length of eye contact)	➤ Brainstorm with students several ways in which we communicate non-verbally in North American culture and discuss common gestures used in German-speaking countries.
2.5 apply knowledge of how the German language is organized, structured, and sequenced	
2.5.1 *Text Forms*	
✤ identify and use a variety of oral and print text forms	➤ Have students work in groups to examine different sections of a German newspaper (e.g., entertainment, sports, fashion). Have students list all the features present in the newspaper and provide possible explanations for the sequence of the features. Have students create an alternate sequence.
2.5.2 *Patterns of Social Interaction*	
✤ initiate and respond to interpersonal communication, in guided and unguided situations, using routines of social interaction	➤ Using situations related to driving, provide students with a social interaction pattern: • Request to use family car—Request granted—Thanks. • Request to use family car—Request denied—Repeated requests with reasons—Request denied—Anger expressed

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Determine that students have identified all the features. Determine that the alternate sequence is reasonable. ➤ When students prepare role plays, using specific social interactions, look for evidence that they are able to combine simple social interaction patterns.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.5 apply knowledge of how the German language is organized, structured, and sequenced	
2.5.3 *Cohesion/Coherence*	
✤ link words, phrases, or simple sentences, using basic connectors, in guided and unguided situations; and link several sentences coherently on a single theme	➤ Provide students with a form letter as a model for writing a fan letter to a musician, entertainer, actor, etc.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Work with students to develop a simple checklist for structuring a fan letter. The checklist might include items such as the following: • interesting details are included • questions are appropriate and polite • greeting and closing are appropriate • punctuation is appropriate • spelling is correct	

NOTES

GLOBAL CITIZENSHIP
GRADE 11

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
General Learning Outcome 3: Global Citizenship Students will acquire the knowledge, skills, and attitudes to be effective **global citizens** through the exploration of the cultures of the German-speaking world.	
3.1 historical and contemporary elements of the culture of German-speaking peoples	
3.1.1 *Gaining/Applying Knowledge of German Cultures*	
✤ explore and identify some social aspects of German life (e.g., festivals, sports, and communities, and understand behaviours that are different from their own (e.g., use of public transportation, involvement in part-time jobs)	➤ Have students view footage of the falling of the Berlin Wall. Then have students work in groups to discuss the significance and influence of this event on modern Germany. Provide students with graphic organizers, sentence starters, and key vocabulary in order to facilitate the discussion. Have students share their group's thoughts and observations.
3.1.2 *Diversity within German Cultures*	
✤ recognize the increasingly multicultural nature of German-speaking countries	➤ Provide students with a calendar from a German-speaking country. Have students examine it and identify holidays and other important dates. Students then compare holiday patterns and dates with those on a Canadian calendar. Discuss with students how the calendar year affects daily life.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students share their thoughts and observations about German-speaking cultures, look for evidence that they • take risks to express opinions • participate in group discussion • are sensitive to differences among German-speaking cultures • show increasing awareness of differences in the	
➤ Look for evidence that students have gained knowledge about German holidays.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.1 historical and contemporary elements of the culture of German-speaking peoples (continued)	
3.1.3 *Analyzing Cultural Knowledge*	
✤ use basic research skills to find out about German cultures	➤ Have students watch a video or demonstration of *Schuhplattling*. Give students the opportunity to participate in such a dance.
	➤ Have students view a series of videos or DVDs about cultural celebrations in German-speaking countries such as *Fasching* or *Oktoberfest*. Students choose one of the celebrations and prepare a celebration web. The web will consist of the main ideas presented in the video or DVD.
3.1.4 *Valuing German Cultures*	
✤ identify contributions of German cultures to their own societies and to global society	➤ Invite a community member of German-language heritage to speak to the class about his or her culture and its contributions to Canada. Before the visit, encourage students to prepare questions for the guest.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students watch and then participate in German dances, look for evidence that they • are taking risks to dance and participate • show openness and interest • are able to identify some traditional German dances ➤ As students prepare a web on a celebration, look for evidence that • the main aspects of the celebration are represented • appropriate vocabulary is used ➤ Provide prompts to encourage students to reflect upon what they have learned about contributions of German-speaking cultures to our global society. Prompts could include the following: • Three things I have learned are _____ . • The contribution that I admire most is _____ because _____ . • I still am not clear about _____ .	

PRESCRIBED LEARNING OUTCOMES

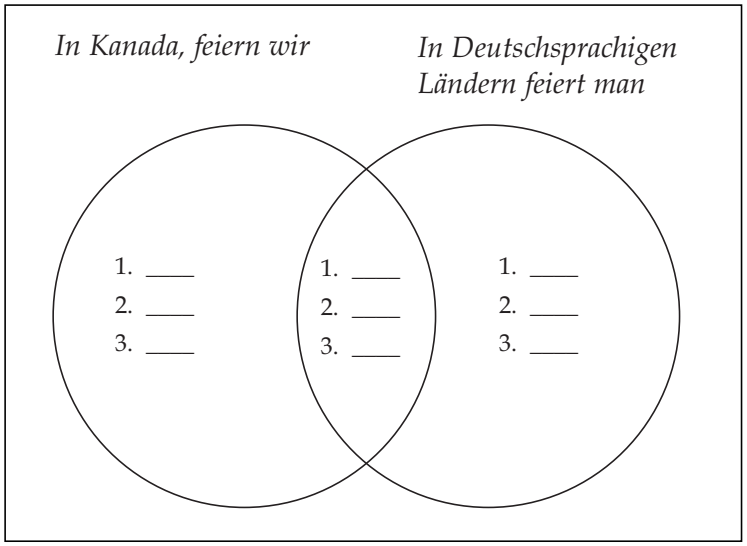
3.1 historical and contemporary elements of the culture of German-speaking peoples (continued)

3.1.4 *Valuing German Cultures (continued)*

- ✤ identify contributions of German cultures to their own societies and to global society

SUGGESTIONS FOR INSTRUCTION

➤ After students have viewed videos about German holidays and celebrations, form groups and have each group complete a Venn diagram showing similarities and differences between these celebrations and Canadian ones. As an extension activity, students could create illustrated calendars indicating holidays and significant days in the German-speaking world (BC *Resource Package*, 18).



Provide prompts such as the following to encourage students to reflect on what they have learned about culture:

- Three features that seem common to many cultures _____ .
- Something that often varies among different cultures is _____ .
- Two views I have that are strongly influenced by my culture are _____ .

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students draw comparisons based on their understanding of celebrations in the German-speaking world, look for evidence that • the information is accurate and relevant • relevant details and examples are included to illustrate key points	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.1 historical and contemporary elements of the culture of German-speaking peoples (continued)	
3.1.4 *Valuing German Cultures (continued)*	
✤ identify contributions of German cultures to their own societies and to global society	➤ As a class, discuss important celebrations of the German-speaking world. Invite each student to choose one of these celebrations for in-depth study and give a presentation to the class, noting differences and similarities between it and the student's own cultural celebrations (BC *Resource Package*, 58).
3.2 affirming and valuing diversity	
3.2.1 *Awareness of English*	
✤ identify some English words that have been adopted from German (e.g., angst)	
3.2.2 *General Language Knowledge*	
✤ identify regional and/or social differences in pronunciation and vocabulary in various languages within their personal experience	➤ Distribute two copies of a short text, one text in old German and the other in modern German. Have students compare the texts and the German used. Have them identify the differences and discuss how the language has evolved.
3.2.3 *Awareness of Canadian Culture*	
✤ use new understanding of German cultures to reflect on and clarify aspects of Canadian culture	

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students analyze texts in old and modern German, look for evidence that they are able to • identify some key differences between the two versions • give hypotheses about the evolution of the language	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirming and valuing diversity (continued)	
3.2.4 *General Cultural Knowledge*	
✤ recognize that people of a specific culture may have perspectives that differ from those of people in other cultures, and identify the limitations of adopting a single perspective	➤ View clips of television advertisements from German-speaking countries. Have students identify aspects of the advertisements that may demonstrate different cultural perspectives from the students' own culture and discuss the implications of cultural context in advertising.
3.2.5 *Intercultural Skills*	
✤ apply interpersonal skills to cope with linguistically and culturally unfamiliar situations	➤ Have students work in groups. One or two groups design a brochure for exchange students from German-speaking countries. Information could include what they need to know about Western Canada and young people here. Another group designs a corresponding brochure for host families and students here.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students discuss cultural perspectives in advertising, look for evidence that students recognize the implications of cultural context in understanding text forms (such as television advertisements) in a second language.	
➤ When students design a brochure for exchange students and host families and students, develop criteria that students can use to guide their work. For example, to what extent does the brochure demonstrate • accurate and detailed information about Canada or about a specific province, according to the sections outlined • awareness of cultural differences that might affect relationships • appropriate vocabulary and structures (including verb tenses) • good organization and a clear layout	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.3 personal and career opportunities	
3.3.1 *German Language and Culture*	
✤ identify aspects of German music, arts, and crafts that are of personal interest	➤ Have students research German crafts and then each student selects one item for presentation. Have each student produce a graphic design of their selection. Then, create a gallery display of the students' designs.
3.3.2 *Cultural and Linguistic Enrichment*	
✤ identify situations in which knowledge of additional languages and intercultural skills can be applied	➤ Have students research local businesses and institutions where German is being used and report their findings to the class.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students create their contributions to the craft gallery, look for evidence that they • use a variety of sources to find the information • find and record relevant details	

NOTES

STRATEGIES
Grade 11

Strategies

language learning strategies

language use strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

general learning 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
General Learning Outcome 4: Strategies Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication.	
4.1 language learning	
4.1.1 *Cognitive*	
✤ identify and use a variety of cognitive strategies to enhance language learning (e.g., find and apply information, using reference materials like dictionaries, textbooks, and grammars)	➤ Have students work in groups and provide each group with a fable. Within the fable, highlight words they do not know and have groups find synonyms for the selected words.
4.1.2 *Metacognitive*	
✤ 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)	➤ Have students keep a learning log to reflect on their learning. ➤ Using a text, model strategies to students re: comprehension of text. After the modelling of the metacognitive strategies, discuss with students what they strategically observed. Provide a second text to students and have them use one or more strategies to create meaning from the text.
4.1.3 *Social/Affective*	
✤ identify and use a variety of social and affective strategies to enhance language learning (e.g., work cooperatively with peers in small groups)	➤ As students prepare a group task, provide opportunities for them to reflect on the task and how they will best be successful. Questions might include the following: • What is my role and what do I need to do to complete the task? • What are the obstacles I need to overcome and how can I overcome them? • Whom can I ask to help me accomplish my task? How can that person help me?

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students work to find synonyms for selected words within a fable, look for evidence that they are able to • associate new words with familiar words • take risks to guess meanings • use resources to find definitions and appropriate synonyms	
➤ Have students reflect on what they are learning. Possible questions to which they might respond include the following: • Which strategies were presented? • Which of the strategies presented did you recognize or have you used before? • Why do you think these strategies work for you? • Which strategies will be most helpful to you?	
➤ As students allocate tasks and roles, look for evidence of social and affective strategies being employed.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.2 language use strategies	
4.2.1 *Receptive*	
✤ identify and use a variety of reading and listening strategies (e.g., make inferences based on contextual clues)	➤ Provide students with a short oral text and accompanying multiple choice questions. Replay or read the passage to students several times, advising students to listen for the general content in the first instance and for specific content in subsequent instances. Have students complete the questions, then mark them as a group.
4.2.2 *Productive*	
✤ identify and use a variety of speaking and writing strategies (e.g., apply grammar rules to improve accuracy	➤ When students are doing research projects and are able to gather information from German language resources, encourage them to use these resources to develop key vocabulary related to the topic. Students can then use this vocabulary to produce their own texts.
4.2.3 *Interactive*	
✤ identify and use a variety of interactive strategies (e.g., ask for clarification, use other speakers' words)	➤ During games and activities, have groups invite others to participate in the game. The organizers of the game present the rules, then have participants confirm their understanding of the rules. Allow students the opportunity to engage in the game.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Look for evidence that students are able to select additional answers with each subsequent listening opportunity. ➤ As students participate in productive activities for specific communicative situations, look for evidence that they are able to • use the new vocabulary found in resources • organize information • create something new, rather than replicating ➤ As students participate in interactive activities, look for evidence that they are able to • confirm their understanding of the game or activity • participate actively with others • participate fairly by following rules	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.3 general learning	
4.3.1 *Cognitive*	
✤ identify and use a variety of cognitive strategies to enhance general learning (e.g., look for patterns and relationships)	➤ Have students prepare and use acronyms in order to enhance learning. Have them use numbers and letter codes.
4.3.2 *Metacognitive*	
✤ identify and use a variety of metacognitive strategies to enhance general learning (e.g., identify own needs and interests)	➤ Have students consider their own needs in the classroom environment by asking them to consider the role of the following in their learning: • seating arrangement • classroom décor • classroom setting
4.3.3 *Social/Affective*	
✤ identify and use a variety of social and affective strategies to enhance general learning (e.g., use support strategies to help peers persevere at learning tasks)	➤ Have students work in small groups in order to put together the pieces of a puzzle properly. After the activity, discuss with the class the role and importance of cooperation in order to complete the task.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Look for evidence that students are able to • use strategies such as acronyms in order to enhance understanding • use strategies in new, specific situations	
➤ In a reflection journal, have students consider the role of seating arrangement, classroom décor, and classroom setting in their learning.	
➤ Look for evidence that students are able to • identify the role of cooperation in order to complete a task • select and use appropriate affective strategies	

NOTES

APPENDICES
GRADE 11

Appendix A

Selbstbewertung des Geschriebenen

Name _____ Datum _____

Auswahl _____

Hake das passende Kästchen ab.

❒ erster Entwurf

❒ endgültiger Entwurf

Gib eine „ja" oder „nein"-Antwort für jede Frage. Die „nein"-Antworten deuten auf Gebiete hin, die weitere Beachtung verlangen. Wähle jeweils mindestens zwei Gebiete von INHALT und TECHNIK aus, die weitere Beachtung verlangen. Fülle TEIL DREI: ZIELSETZUNG aus.

TEIL EINS: INHALT	**Ja**	**Nein**
1. Macht mein Schreiben Sinn?		
2. Sind meine Ideen klar?		
3. Sage ich, was ich sagen will?		
4. Wird der Leser von meinem Einführungssatz gepackt?		
5. Sind meine unterstützenden Sätze detailliert und relevant?		
6. Bleibe ich beim Thema?		
7. Sind meine Gedanken folgerichtig?		
8. Vollende ich jeden Gedanken ?		
9. Benutze ich eine Vielfalt von Wörtern und Sätzen?		
10. Habe ich einen starken Schlusssatz?		

INHALT:

Was ich besser machen muss:

Appendix B

Selbstbewertung des Geschriebenen (Fortsetzung)

Name _____ Datum _____

Auswahl _____

TEIL ZWEI: TECHNIK

	Ja	Nein
1. Habe ich die Rechtschreibung überprüft?		
2. Habe ich Rechtschreibe-/Wörterquellen (Wörterbuch, Thesaurus, Computer Rechtschreibeprogramm) benutzt, um mir bei der Rechtschreibung zu helfen?		
3. Habe ich die richtigen Satzzeichen benutzt?		
4. Habe ich Großbuchstaben benutzt, wo nötig?		
5 Habe ich überprüft, ob Subjekt und Verb zusammenpassen?		
6. Habe ich das richtige Format für dieses Genre benutzt?		

TECHNIK:

Was ich besser machen muss:

TEIL DREI: ZIELSETZUNG

1. Ziel für Inhalt	**Aktionplan**	**Erfolgsanzeiger**
2. Ziel für Technik	**Aktionplan**	**Erfolgsanzeiger**

Appendix C

Bewertung des Geschriebenen durch Mitschüler/innen

Name des Schülers/der Schülerin _____

Form oder Genre _____

Bearbeiter (Mitschüler/in) _____

Datum _____

A. Nachdem ich deine Arbeit gelesen habe, möchte ich dir über Folgendes Komplimente machen:

_____

_____

_____

_____

B. Die folgenden angekreuzten Punkte sind Teile deiner Arbeit, die deine Aufmerksamkeit benötigen:

_____ Einführungssatz
_____ detaillierte Nebensätze
_____ Organisation der Gedanken
_____ Aufeinanderfolge von Gedanken
_____ Klarheit der Gedanken
_____ Schlusssatz
_____ Rechtschreibung
_____ Großschreibung
_____ Satzzeichen
_____ Übereinstimmung von Subjekt/Verb
_____ Satzbau
_____ Übergangsworte/-sätze

C. Bemerkungen/Vorschläge:

_____

_____

_____

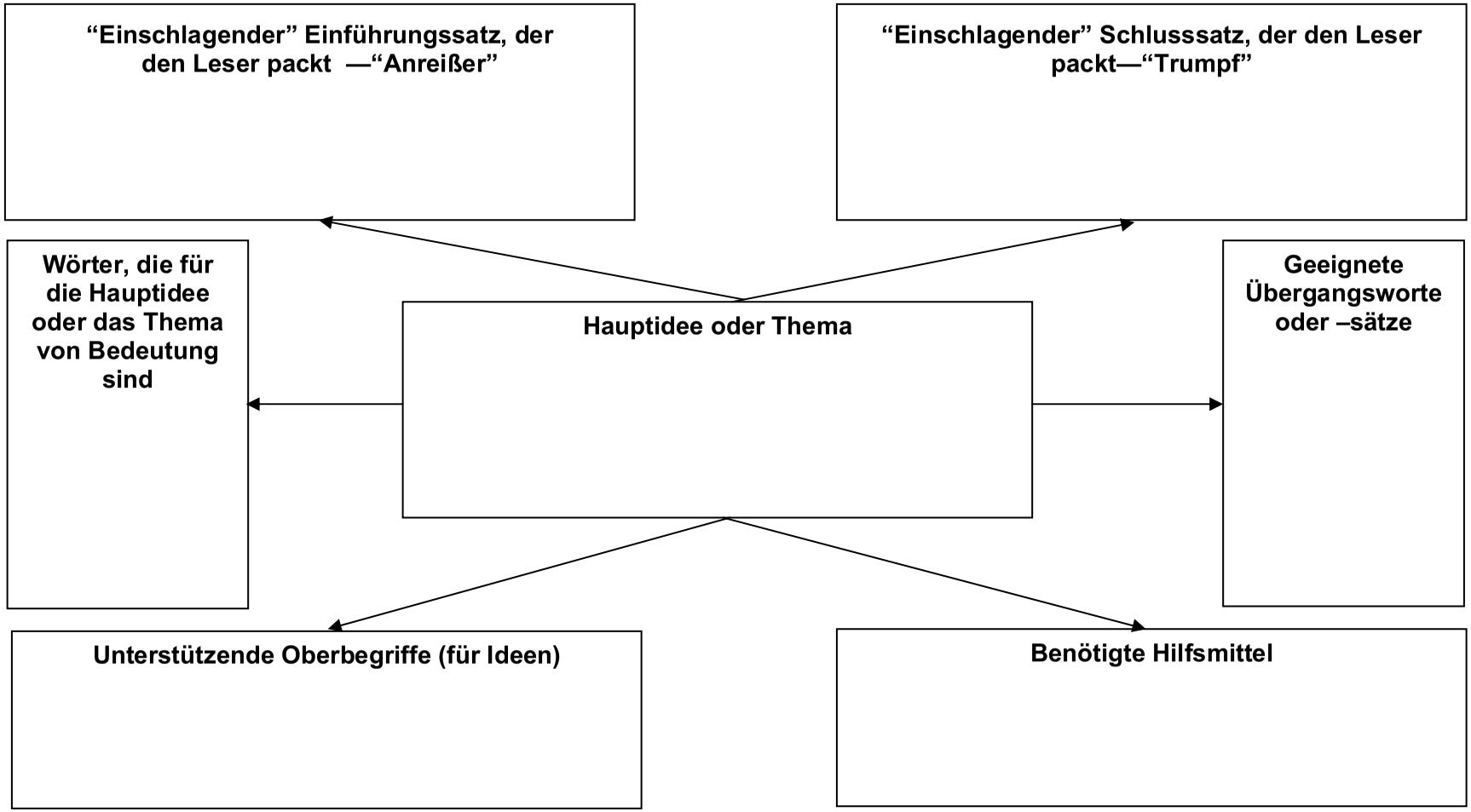
_____

Appendix D

Planer zum Schreiben eines ersten Entwurfs

Name _____ Thema/Aufgabe_____

Datum _____ Schreibformat _____



Grade 9 to Grade 12 German Language and Culture

Grade 12

Applications *3*
Language Compentence *19*
Global Citizenship *47*
Strategies *61*

APPLICATIONS
GRADE 12

Applications

express emotions and personal perspectives

impart and receive information

get things done

Students will use German in a variety of situations and for a variety of purposes.

form, maintain, and change interpersonal relationships

extend their knowledge of the world

use the language for imaginative purposes and personal enjoyment

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
General Learning Outcome 1: Applications Students will use German in a variety of **situations** and for a variety of **purposes**.	
1.1 receive and impart information	
1.1.1 *Share Factual Information*	
✤ comprehend and recount events that took place in the past (e.g., historical, cultural)	➤ Have students work in groups of four. Provide each group with a different article on the same topic written in German from a magazine or newspapers. Have each group generate four questions based on key information. Then have students regroup so that each member of the group has a different article, with four questions (Jigsaw). Have students then pool their information and ask each other the generated questions in order to get a complete picture of the topic.
1.2 express emotions and personal perspectives	
1.2.1 *Share Ideas, Thoughts, Opinions, Preferences*	
✤ inquire about, express, and support opinions; and express probability and certainty (e.g., *vielleicht, wahrscheinlich, bestimmt*)	➤ Construct an anticipation guide that consists of three to eight short statements that reflect major ideas around the themes of the media and its impact or around a current event. Present the statements to the students and ask them to either agree or disagree, justifying their choice based on their current information or knowledge. Have students read, view, or listen to the materials on the topics of the impact of the media or a current event. Then have students return to their anticipation guides to determine whether their thinking has been altered by the exposure to the new content, and to identify ideas that have been confirmed (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 6 – 11).

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(continued)

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students work with a magazine or newspaper article, look for evidence that they are able to ask appropriate questions to find key information. Language Use Strategies Outcomes: • predict meaning by interpreting graphics and pictures • locate familiar words and focus on key words • use the context to support inferences about the information • focus on finding the key information they need	
➤ When students work with anticipation guides, look for evidence that they are able to • express an opinion or preference using support data and justification • use information found in materials which they have viewed or to which they have listened in order to support or refute opinions • speak with comfort and confidence about opinions and preferences	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.2 express emotions and personal perspectives (continued)	
1.2.2 *Share Emotions, Feelings*	
✤ discuss emotions and feelings in a variety of situations	➤ Display several paintings. Encourage student to identify feelings the paintings evoke, giving reasons for these responses.
1.3 get things done	
1.3.1 *Guide Actions of Others*	
✤ give advice and warning	➤ Have students write a letter to "Miss Lonelyhearts" explaining a problem, and then write a response to that letter offering advice. Make students aware of the necessary grammatical structures required for the task, such as the use of modal auxiliaries and the imperative in the singular.
1.3.2 *State Personal Actions*	
✤ express intention and make a promise in a variety of situations	➤ Have students construct a dialogue between a parent and a child in which an intention is stated and a promise is made. Make students aware of the necessary grammatical structures required, such as the future tense.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students express feelings evoked by paintings, look for evidence that they are able to • provide a relevant overall impression • offer a personal perspective or reaction • make connections with other experiences	
➤ As students complete this task, verify that appropriate grammatical structures are being utilized.	
➤ As students prepare the dialogue, verify that appropriate grammatical structures are being utilized.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.3 get things done (continued)	
1.3.3 *Manage Group Actions*	
✤ negotiate in a simple way with peers in small-group tasks	➤ In small groups, have students prepare a dream-trip itinerary. Have students negotiate and reach consensus on the destinations on their itinerary.
1.4 form, maintain, and change interpersonal relationships	
1.4.1 *Manage Personal Relationships*	
✤ offer and respond to congratulations, and express regret	➤ Have students create a card for an occasion, such as a wedding, a graduation, or a birthday party, and write a note of congratulations and regret to the recipient.
1.5 extend their knowledge of the world	
1.5.1 *Discover and Explore*	
✤ explore connections and gain new insights into familiar topics	➤ Provide students with the front page of a German newspaper or a newspaper from the Internet and have students discuss the current events in Germany.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students negotiate with their group members, look for evidence that they • ask pertinent questions to clarify and obtain additional information • add relevant comments to enhance information	
➤ When students write their messages, look for evidence that they are able to use appropriate vocabulary to express congratulations and regret.	
➤ When students read and discuss current news in Germany, look for evidence that they are able to • offer a personal perspective or reaction • understand the main issues	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.5 extend their knowledge of the world (continued) 1.5.2 *Gather and Organize Information* ✤ compose questions to guide research, and gather information using a prepared format (e.g., interview)	➤ Provide students with research material on a given topic. Have them read the texts in groups and have each group formulate a series of questions which are then compiled or posted. Have students identify the questions common to most of the groups.
	➤ Invite each student to choose an article from a magazine, newspaper, or the Internet and to note interesting facts. Students prepare a simple summary of the article, using the following basic rules of summarization: 1. Delete trivial and repetitious information. 2. Collapse lists—group them into broader categories. 3. Use the topic sentence. 4. Integrate information—use key ideas and topic sentences to write a summary. Have students present their findings to the class or small groups (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 6 – 80).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students work in groups with research material, look for evidence that they • ask appropriate questions to find information and details needed • focus on key words and phrases • make logical inferences based on language and vocabulary used to organize the article into logical sequence • formulate appropriate questions for submission	
➤ When students prepare summaries of articles, provide students with a checklist based on the rules of summarization provided. Look for evidence that, in the summary, students are able to • identify the topic sentence • focus on key words and phrases • include only relevant information, without trivial and repetitious information • present summaries clearly, with generally accurate pronunciation and intonation	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.5 extend their knowledge of the world (continued)	
1.5.3 *Explore Opinions and Values*	
✤ express own position on an issue, and provide supporting reasons	➤ Using the Internet or actual newspapers, have each student identify a current issue and take a position on it, supplying reasons for that position.
1.5.4 *Solve Problems*	
✤ generate and evaluate alternative solutions to problems	➤ Present a situation from current events (e.g., conflicts between countries, sports matters, etc.). In groups of three, have students elaborate three possible solutions. Discuss solutions with the class and together choose the three best possible solutions.
1.6 for imaginative purposes and personal enjoyment	
1.6.1 *Humour/Fun*	
✤ use German for fun and to interpret and express humour (e.g., video clips, jokes)	➤ Present students with several editorial cartoons. In groups or in pairs, have students interpret the cartoons. Discuss the interpretations with the class and establish some of the main characteristics of editorial cartoons. Have students then draw an editorial cartoon related to a current event and present their cartoon to the class.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students complete the task, look for evidence that they • are able to formulate a position • can provide possible reasons for their position	
➤ When students work in groups to find solutions to situations in current events, look for evidence that students • suggest solutions that are logical and relate to the problem • allow each student to provide possible solutions	
➤ When students interpret and the create their own editorial cartoons, look for evidence that students are able to • identify the current event to which the cartoon refers • identify the main characteristics as well as the element of humour in editorial cartoons • explain any cultural references in the cartoon • use knowledge of characteristics of an editorial cartoon to create their own humorous cartoon	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
1.6 for imaginative purposes and personal enjoyment (continued)	
1.6.2 *Creative/Aesthetic Purposes*	
✤ use German creatively (e.g., experiment with the sounds and rhythms of German, create a poem or rap)	➤ Have students listen to some examples of German rap music and create a short rap text of their own. Students then present their text to the class.
1.6.3 *Personal Enjoyment*	
✤ use German for personal enjoyment (e.g., use the Internet to explore German cultures)	➤ Have students watch a movie or cartoon in German and encourage them to express their impressions of it.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students create their rap text, look for evidence that they are paying attention to rhyme and rhythm. ➤ When students watch a German movie or cartoon, look for evidence that they show interest and listen actively.	

NOTES

LANGUAGE COMPETENCE
GRADE 12

Language Competence

interpret and produce oral texts

attend to form

interpret and produce written texts

Students will use German effectively and competently.

apply knowledge of the sociocultural context

apply knowledge of how text is organized, structured, and sequenced

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
General Learning Outcome 2: Language Competence Students will understand and produce German **effectively** and **competently** in spoken and written forms.	
2.1 interpret and produce oral texts	
2.1.1 *Aural Interpretation*	
✤ understand short oral texts on a variety of topics	➤ Have students listen to a radio advertisement or view a TV ad. In pairs or in small groups, have students identify the product, some details about the product, the slogan, and the target audience.
	➤ Show students a German commercial, cutting off the message at the end of the commercial. Students must then guess what the message is, based on what they saw and heard in the first part of the message. Discuss students' ideas for the message and then play the whole commercial.
2.1.2 *Oral Production*	
✤ understand short written texts on a variety of topics	➤ Select a legend or myth that has three or four logical stopping points in the story. Have students examine the title, author, and illustrations. Ask students questions to develop predictions about the characters, setting, and plot. Using a Before-During-After Reading Map, record, students' predictions beside B under each of the story elements. Have students read the first segment of the story silently to check predictions. Discuss with students whether or not their predictions were correct and ask them to make predictions about the next segment of reading. Record these predictions in the D (during) section of the map. Continue the predicting-reading-proving cycle until the selection is completed. Record any new information in the A section of the map (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Strategies – 146–147).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students view German commercials, look for evidence that they • identify the message • have used specific details in their interpretation • are open to considering a variety of views and interpretations	
➤ As students use the Before-During-After Reading Map for the reading of legends or myths, look for evidence that students are able to • identify the key elements of the story • focus on key words, phrases, and ideas • make logical inferences based on the title, author, and illustrations Have students retell the story in written or oral form.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.1 interpret and produce oral texts (continued)	
2.1.2 *Oral Production (continued)*	
✤ understand short written texts on a variety of topics	➤ Have students read a review of a movie, TV show, performance, or music CD. Students must identify the main points of the review, as well as some supporting details.
2.1.3 *Interactive Fluency*	
✤ derive meaning from the visual elements of a variety of media, in guided and unguided situations	➤ Invite students to examine cartoons or comic strips written in German and to note common expressions. Have students pay particular attention to the visual elements. Have students think about what meaning is communicated visually and how it is done. ➤ Have students view a variety of German commercials and have them identify the specific purpose, intended audience, and message of each. Have students consider how the visual component of the commercial contributes to the interpretation.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students work with reviews, look for evidence that they are able to • identify the main points • provide details • use cognates and contextual clues to derive meaning	
➤ When students analyze German-language cartoons or comic strips, look for evidence that they are able to interpret the visual to derive additional meaning.	
➤ When students view German commercials, look for evidence that they • use visual clues to help identify purpose, intended audience, and message • focus on key vocabulary and expressions to help identify purpose, intended audience, and message	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.2 produce oral and written texts	
2.2.1 *Noninteractive Spoken Production*	
✤ produce oral texts on familiar topics, in guided and unguided situations	➤ Have students memorize and dramatize a poem of the student's choice from a list provided by the teacher.
2.2.2 *Interactive Spoken Production*	
✤ initiate and manage simple interactions without undue difficulty, asking for repetition or clarification when necessary	➤ Have students role-play a situation that involves preparation for a travel destination (e.g., call a travel agent for travel arrangements, arrival at the airport and interaction with the ticket agent and customs official, on the plane, arrival at the hotel).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students present the dramatization, look for evidence that • the understanding is communicated effectively • the poem is presented with clear and proper pronunciation and intonation ➤ As students prepare role plays, discuss assessment criteria with students before they begin. Criteria might include the following: • students keep interaction going • students are able to handle unexpected events by using short pauses to plan what to say • students are able to identify breakdowns in communication and find ways to get meaning across • meaning is clear • appropriate details are included in questions and answers • gestures and body language support communication • pronunciation and intonation are generally accurate (See role-play assessment criteria in Classroom Assessment, p. 11.)	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.2 produce oral and written texts (continued)	
2.2.3 *Written Production*	
✤ produce written texts on familiar topics, in guided and unguided situations	➤ Have students prepare a collection of texts on a given topic (e.g., sports, current events/issues, famous people, etc.) and collectively design a cover page.
2.2.4 *Representing*	
✤ express meaning using visual elements in a variety of media, in guided and unguided situations	➤ Have students use a selection of age-appropriate German-language resources (e.g., magazine articles, videos, Internet) to research a topic (e.g., fashion, sport, music). Form groups and ask each group to create and present a visual display (e.g., collage, chart, poster, brochure, mobile) based on the research (BC *Resource Package*, 22).
	➤ Ask each student to choose and practise a simple German poem and to create a visual that represents the work's main ideas. Students can then read their poems and present their creative works to the class (BC *Resource Package*, 48).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students prepare texts and the cover page, discuss assessment criteria with students before they begin. Criteria might include the following: • thoughts, ideas, and feelings are clearly communicated • a front page or cover page tells what the document is about • visuals support the ideas in the articles • accurate and detailed information supports the main point Language Competence, Attend to Form Outcomes: • language structures and verb tenses are used appropriately • spelling is correct • punctuation is correct	
➤ When students create visual displays after exploring articles and reference materials, look for evidence that they are able to • communicate thoughts, ideas, and feelings clearly • represent the main topics and information accurately • include key words or phrases as labels • identify their intended audience • identify their purpose (what they are trying to communicate) • use a variety of visual media • work in unguided situations	
➤ When students present their poems and visual representations, look for evidence that the latter reflects the former.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form	
2.3.1 *Phonology*	
✤ use intonation, stress, and rhythm appropriately in familiar situations	➤ Have students recite poems or tongue twisters in order to practise the production of essential sounds, stress, rhythm, and intonation patterns of German.
2.3.2 *Orthography*	
✤ apply spelling rules and mechanical conventions consistently and accurately, and use a dictionary to verify the spelling of unfamiliar words	➤ Have students independently edit and peer edit their work.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Look for evidence that students spell target vocabulary accurately in a variety of situations.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION

2.3 attend to form (continued)

2.3.3 *Lexicon*

- ✤ recognize that various words and expressions may convey the same idea, and recognize and use words and expressions that convey shades of meaning
- ✤ understand and use vocabulary and phrases related to the following topics/areas of experience:
  - — personal relationships
    - ✓ peers
    - ✓ friends
    - ✓ relatives
  - — German civilization
    - ✓ history
    - ✓ famous people
    - ✓ inventions
    - ✓ literature
    - ✓ architecture
    - ✓ myths/legends
  - — leisure and recreation
    - ✓ sports and exercise
    - ✓ health and lifestyle
  - — contemporary life and issues
    - ✓ current events
    - ✓ science and technology
    - ✓ institutions and systems (schools)
    - ✓ environment
    - ✓ housing
  - — popular culture
    - ✓ mass media
    - ✓ advertising
    - ✓ music
    - ✓ literature
  - — European context
    - ✓ geography/topography
    - ✓ travel
    - ✓ the European Union
  - — personal image
    - ✓ fashion
    - ✓ careers
    - ✓ future plans
  - — other areas
    - ✓ topics of special interest to students

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form (continued) 2.3.4 *Grammatical Elements* ✤ recognize and use, in **modelled situations**, the following grammatical elements: — sentence structure: position of subject and objects and subject-object inversion — genitive case as a concept — possessive pronouns in genitive — prepositions with genitive — relative clauses in dative and genitive — *da* and *wo* compounds (e.g., *wofür*, *worauf*)	**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. Example of a modelled situation: In preparation for a group project, students build a list of the activities that they would like to do. Students practise the structure *"Ich möchte _____ . Möchtest du _____."* using the sentence patterns provided. Then students survey other classmates: "*Was möchtest du morgen machen?"* Students answer saying *"Ich möchte ...*, with an infinitive of their choice. Each person then summarizes the results of their mini-survey: *Drei Schüler möchten tanzen*, and so on.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form (continued) 2.3.4 *Grammatical Elements (continued)* ✤ use, in **structured situations**, the following grammatical elements: — simple past — reflexive verbs — nominative, accusative, and dative case as a concept — sentence structure: time/manner/place — sentence structure: position of subject and objects — personal pronouns in dative — possessive pronouns preceding dative objects — prepositions with accusative, dative, and genitive — adjectival endings — infinitive phrases and clauses — relative clauses in all cases — genitive case as a concept — possessive pronouns in genitive	**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. Example of a structured situation: Provide students with a map of their town or city. Identify key locations on the map. Having taught the use of dative and accusative prepositions, group students in pairs and have students alternately ask for directions and give directions to specified locations.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.3 attend to form (continued) 2.3.4 *Grammatical Elements (continued)* ✤ use, **independently** and **consistently**, the following grammatical elements: — plural of nouns — separable verbs — perfect tense — simple past — future tense — personal pronouns in accusative — subordinate clauses — comparison of adjectives (all forms)	**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. Example of an independent situation: Students send a letter or an email message to an administrator in the school, giving recommendations for improving the school building and services. Students should be advised to use the modal verbs and the comparative form of adjectives.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.4 apply knowledge of sociocultural context	
2.4.1 *Register*	
✤ recognize and use formal and informal language in a variety of contexts	➤ After a field trip to a *Kinderschule* or bilingual school (or other comparable field trip), have students write a formal thank-you letter to the teacher or school and an informal letter to one of the students with whom they became acquainted.
2.4.2 *Idiomatic Expressions*	
✤ use selected proverbs and sayings to enhance communication	➤ Have students view German commercials and have students work in small groups to identify popular, contemporary expressions (e.g., "Got Milk?"—English).
2.4.3 *Variations in Language*	
✤ recognize and adapt to regional differences in spoken German (e.g., Germany, Austria, Switzerland)	➤ Have students view a portion of a taped news broadcast featuring interviews with ordinary people. Have students identify variations in language (e.g., differences in vocabulary and pronunciation used by the newscaster and by people interviewed).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Work with students to develop a checklist they can use for self and peer assessment of their letters. The checklist might include items such as the following: • audience and purpose are clear • sentence structure and vocabulary are appropriate to audience and purpose • organization and form is appropriate • formal register is used where required • punctuation is correct • spelling is correct	
➤ When students watch German commercials, look for evidence that they are able to • identify key vocabulary in order to decipher and understand idiomatic expressions • use visual clues to help provide context	
➤ When students view a newscast, look for evidence that they are able to • identify expressions and vocabulary that vary from one speaker to another • suggest reasons for differences • identify differences in pronunciation or intonation	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.4 apply knowledge of sociocultural context (continued)	
2.4.4 *Social Conventions*	
✤ understand social conventions encountered in oral and written texts and situations	➤ Have students work in small groups and create skits in which they have to use varying social conventions (e.g., addressing customs officer or a friend during a trip).
2.4.5 *Nonverbal Communication*	
✤ understand and use some common nonverbal behaviours in a variety of contexts (e.g., norms of personal space)	➤ Show students clip of a video or film. Ask students to note gestures that are similar and different from gestures of North American culture. Suggest that students try to incorporate gestures into their skits.
	➤ Have students survey informational text to determine how authors present and organize information. Discuss how authors highlight significant information through the use of typographical features, such as bold print, italics, shading, icons, and fonts. Students work in pairs or small groups to create questions using key words which are found in headings, sub-headings, bold print, or italics. Students then read the text in order to answer their questions or the questions of another group (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 5 – 234).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students prepare a skit using varying social conventions, look for evidence that they are able to • apply social conventions • use *du* or *Sie* appropriately • speak clearly, with appropriate pronunciation and intonation • use gestures to help support communication	
➤ When students view films, look for evidence that they are able to • identify forms of non-verbal communication such as shaking hands, kissing, hugging, gestures • compare findings with their own culture	
➤ When students analyze informational texts and prepare questions based on headings, sub-headings, bold print, or italics, look for evidence that students are able to • identify typographical features of the text and give possible reasons for their use • use key words in headings, etc., in order to create questions • find answers to questions with the help of headings, key words, and phrases	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.4 apply knowledge of sociocultural context (continued)	
2.4.5 *Nonverbal Communication (continued)*	
✤ understand and use some common nonverbal behaviours in a variety of contexts (e.g., norms of personal space)	➤ After having reviewed a variety of newspaper and magazine articles, invite students to create their own article. Have students use a news story planner to help organize their ideas. The planner could include Headline; Lead; Who? What? Where? When? Why? How? Ending; Quotable Quote (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 8 – 286).
2.5 apply knowledge of how the German language is organized, structured, and sequenced	
2.5.1 *Text Forms*	
✤ use knowledge of text forms to enhance comprehension and production of texts	➤ Provide students with a variety of texts on the same topic (e.g., TV, radio, and magazine advertisements, letters to the editor, news articles, political propaganda, etc.). Each group may receive a different type of text. Have each group analyze verb tenses used, connecting words, points of view, target audience, and text organization. Each group presents its findings to the class.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students write their own newspaper or magazine article, provide them with a checklist for self and peer assessment. Criteria might include the following: • specific purpose and audience are evident • headline is evident and clear • lead relates to main point and draws reader in • 6 W questions provide details to support main point • appropriate ending • verb tenses are used correctly, agreement of verbs and adjectives is correct • spelling is correct	
➤ As students analyze different types of text, look for evidence that they are able to • ask appropriate questions to find the necessary information • identify the target audience and purpose of text • explain how text is organized and give possible reasons for organization • identify verb tenses and connecting words that are common in text	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
2.5 apply knowledge of how the German language is organized, structured, and sequenced (continued)	
2.5.2 *Patterns of Social Interaction*	
✤ use a range of social interaction patterns to deal with routine interactions (e.g., *telefonieren*)	➤ Have students prepare a debate or formal discussion on a current event or issue. Review with students the expressions relating to expressing opinions, agreement, and disagreement.
2.5.3 *Cohesion/Coherence*	
✤ understand and use referents within texts (e.g., *Opa liegt im Bett; er ist müde*).	➤ Provide students with segments of a cartoon or legend/myth. Either in pairs or small groups, have students place the text in sequential order. Have students identify the words or expressions that helped them recreate the text in the correct order. As an extension, have students retell the story.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students prepare a debate, provide students with assessment criteria before they begin. Criteria might include the following: • clear message and opinion are given • opinions are supported with reasons, proof, and details • language structures related to giving opinions are used effectively and appropriately • debate conforms to the standard structure	
➤ As students reorganize a cartoon/legend/myth into sequential order, look for evidence that they are able to • use visual clues to help create context • identify words/expressions that help create sequence • retell story, reflecting the main ideas • retell the story, using words/expressions that help create sequence (sequential markers)	

NOTES

GLOBAL CITIZENSHIP
GRADE 12

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
General Learning Outcome 3: Global Citizenship Students will acquire the knowledge, skills, and attitudes to be effective **global citizens** through the exploration of the cultures of the German-speaking world.	
3.1 historical and contemporary elements of the culture of German-speaking peoples	
3.1.1 *Gaining/Applying Knowledge of German Cultures*	
✤ explore and identify some elements of German imagination (e.g., fairy tales, stories, movies)	➤ Provide students with a few selections of German Romantic poems and after examining them with the class, have each student memorize one and give a dramatic recitation of the poem of his or her choice.
3.1.2 *Diversity within German Cultures*	
✤ recognize the existence of stereotypes about and within German cultures	➤ Provide students with two pictures of life in Germany, one that emphasizes traditional perceptions (perhaps depicting a traditional celebration), and the other depicting contemporary life. Have students complete a compare and contrast chart and then discuss their observations in small groups.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students present their poems, look for evidence that they • demonstrate an understanding and appreciation for German Romantic poetry • have made a concerted effort to imprint the aesthetic quality of the poem ➤ As students share observations in small groups, verify that their perceptions dispel the stereotypes.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.1 historical and contemporary elements of the culture of German-speaking peoples (continued)	
3.1.3 *Accessing/Analyzing Cultural Knowledge*	
✤ identify and use a variety of sources of information to find out about German cultures, and analyze own assumptions about German cultures	➤ Have students work in groups to research famous artists from the German-speaking world, using various sources to gather information (e.g., the Internet, CD-ROMs, books, newspaper and magazine articles). Have students highlight the characteristic styles and the historical contexts that may have influenced these artists. Ask students to collect this information in folders and share it with the class (BC *Resource Package*, 64).
3.1.4 *Valuing German Cultures*	
✤ explore contributions of German cultures to their own societies and to global society	➤ Invite students to use maps and other relevant sources to identify the trends of German immigration to Canada. Have students research the presence of German institutions and establishments such as museums, publishing houses, restaurants, financial institutions, churches, and schools, within a given region or province. Make a poster to illustrate both the populations and the cultural developments of the immigrants, and present the poster to the class. ➤ Brainstorm with the class a list of famous German-speaking people (e.g., activists, athletes, artists, writers, etc.) and ask each student to select one person to research and then report to the class (BC *Resource Package*, 74).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Look for evidence that students are able to • identify and describe characteristic style or styles • identify historical elements that influenced the famous artist • explain how the historical elements influenced the life and works of the artist	
➤ When students present their posters, look for evidence that • the information is accurate • the cultural contributions made have been acknowledged	
➤ Before students prepare reports on the contributions of German-speaking individuals to their own countries and the world, discuss criteria such as the following: • focuses on the individual's accomplishments and contributions • shows insight into the context and importance of the contribution • information is accurate • uses relevant visual materials, music, or other features to elaborate the topic	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirming and valuing diversity	
3.2.1 *Awareness of English*	
✤ identify some English words that are used in the German language, including their altered pronunciations and/or meaning (e.g., *Handy*)	➤ Have students work in groups to analyze German texts from media. Have them look for cognates, verb structures, proverbs, and idioms. Then have students make comparisons to their first language.
3.2.2 *General Language Knowledge*	
✤ identify how and why languages borrow from one another	➤ Provide students with a short selection written in Old English and another selection in modern German. After reading both selections out loud in class, have students draw comparisons between the two passages. (Ideally, the second passage should be a translation of the Old English selection.)
3.2.3 *Awareness of Canadian Culture*	
✤ identify some of the past and present relationships between German cultures and Canada (e.g., immigration, travel, trade, war)	➤ Divide the class into two groups and have each group research the issue of Canada's trade with Germany. One group will explore items most commonly traded in the time before and after World War II. The other group will explore items most commonly traded today. The generated lists will be compared and hypotheses made regarding the changes noted.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students analyze a variety of texts from the media, look for evidence that they are able to • identify cognates and common verb tenses used • make inferences about the meaning of idiomatic expression and proverbs	
➤ Verify that students see the similarities between the two selections.	
➤ As the lists are presented and hypotheses made, look for evidence that • students gain an appreciation for the relationship between Canada and Germany • students understand what factors influence trade between Canada and Germany	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.2 affirming and valuing diversity (continued)	
3.2.4 *General Cultural Knowledge*	
✤ recognize that different cultures may have different interpretations of texts, cultural practices, or products	➤ Brainstorm with students a variety of elements that help define culture (e.g., clothing, sports, music, recreational activities, education, government, etc.). Have students work in small groups and choose one element of culture. Students identify ways in which their own culture and German-speaking cultures are similar, based on their own knowledge and experience. Have students then research the cultural element they have chosen in order to support or refute their ideas. Students present their information in a visual and oral format, specifically identifying ways in which their own culture and German-speaking cultures are similar.
3.2.5 *Intercultural Skills*	
✤ explore various strategies for enhancing communication with people from German cultures	➤ Have students research national heroes, writers, sports people, politicians, or artists. Have students identify their specific contributions to global society (e.g., A. Einstein, J. Bach, J. Strauss, etc.).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students examine one element of culture in detail, discuss assessment criteria before they begin. Criteria might include the following: • similarities with own culture clearly identified • respect for diversity and differences in customs is evident • accurate and detailed information presented • information presented in an interesting and original manner • pronunciation and intonation are generally accurate	
➤ When students research a specific German figure and present his/her contributions to society, discuss criteria with students before they begin. Criteria might include the following: • individual's contributions to global society clearly identified • accurate and detailed information presented • appropriate vocabulary, verb tenses, and language structures used	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
3.3 personal and career opportunities	
3.3.1 *German Language and Culture*	
✤ demonstrate awareness of opportunities for further studies or careers related to German	➤ Have students brainstorm professions, jobs, or activities in Canada for which a knowledge of German would be relevant or useful. Following the brainstorming activity, in small groups, have students discuss their personal reasons for studying German.
3.3.2 *Cultural and Linguistic Enrichment*	
✤ identify aspects of music, arts, and crafts of different cultures that are of personal interest	➤ Plan a virtual field trip for students in a given domain of German culture, such as music, arts, or crafts. As a part of the activity, have students identify what impressed them the most and the least, and the area that they would like to explore further.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ Create an oral observation rubric appropriate for this task and record your assessment of individual students. (See examples of oral observation criteria in Classroom Assessment, pp. 11 and 14.) ➤ As students engage in the virtual field trip, look for evidence that • students are genuinely engaged in the research for cultural information • students are able to make assessments relating to personal interests	

NOTES

STRATEGIES
GRADE 12

Strategies

language learning strategies

language use strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

general learning 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
General Learning Outcome 4: Strategies Students will know and use various **strategies** to maximize the **effectiveness** of learning and communication.	
4.1 language learning	
4.1.1 *Cognitive*	
✤ select and use a variety of cognitive strategies to enhance language learning (e.g., seek the precise term, look for patterns and relationships)	➤ Before beginning a project, provide students with the opportunity to examine different reference materials. Have students work in groups. Provide each group with a different source of information to work with (e.g., dictionaries, textbooks, grammars, computer programs, etc.). Have each group respond to specific questions about the reference material to help students focus on the particular uses of the material. Then have each group prepare a poster which outlines the organization and specific uses of the reference material with which they worked. Students then report their findings to the class.
4.1.2 *Metacognitive*	
✤ select and use a variety of metacognitive strategies to enhance language learning (e.g., evaluate own performance or comprehension at the end of a task)	➤ Provide students with a checklist of language acquisition strategies. Have students check the ones they have used and identify those they have found particularly useful (e.g., use visual clues to create context, listen for key words in a conversation, watch gestures and body language to help decipher meaning, illustrate new vocabulary in a personal dictionary, use acronyms to help remember specific grammatical rules and structures, etc.).

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students work in groups to examine different resource materials, look for evidence that they are able to • explain how the material is organized • provide specific uses for material • suggest ways in which material can be used for specific projects • use a variety of reference materials when working on projects • use reference materials independently	
➤ Have students write a learning log after they have completed the checklist. The learning log should identify which methods are useful to the students and why, as well as new methods that the student will try in the future.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.1 language learning (continued) 4.1.2 *Social/Affective* ✤ select and use a variety of social and affective strategies to enhance language learning (e.g., brainstorm, reread familiar self-chosen texts)	➤ Have students work in groups of three to prepare a skit about studying abroad and looking for an apartment. The scenes could include: 1. Registering at a hotel or university 2. Engaging a taxi or buying a train ticket 3. Looking for an apartment Have students pretend that one person in the presentation has trouble with German and have students repeat important expressions several times throughout the presentation. Have students in the audience note the repeated expressions. Have students then discuss the effectiveness of repetition of expressions as a communication strategy.
4.2 language use 4.2.1 *Receptive* ✤ select and use a variety of reading and listening strategies (e.g., skimming, scanning, rereading)	➤ Provide students with a guide to help them in skimming of non-fiction material encountered during study of the media (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 5 – 244): 1. Read the title and the first paragraph, and last paragraph or summary. 2. Read all the bold print headings, sub-headings, and captions. 3. Read the first sentence of each paragraph. 4. If the first sentence does not have the main idea, quickly move your eyes to the end of the paragraph and read the last sentence. 5. Reread the heading, then move through the paragraph looking for bold print, italics, names, dates, or key words on the topic. 6. After skimming all the paragraphs in the selection, read the last paragraph of the selection again.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students prepare skits about studying abroad, provide assessment criteria before they begin. Look for evidence that they are able to • use and emphasize new vocabulary and structures • sustain interactions using a variety of strategies (e.g., body language, rephrasing or repeating information, asking questions) • respond appropriately to questions and cues from others	
➤ Provide students with a checklist for self assessment of skimming strategies, based on guideline. Look for evidence that students are able to • focus on key words and phrases • use bold print, italics, etc. to find information	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.2 language use (continued)	
4.2.2 *Productive*	
✤ select and use a variety of speaking and writing strategies (e.g., use a variety of resources to correct texts)	➤ Have students work in pairs. One student reads a portion of an article out loud while the other student takes notes. Have students then change roles, continuing the reading-note-taking cycle until the article is completed. Have students rewrite the article and then verify their article with the original article for accuracy. Have students first review their own texts with the help of German dictionaries and verb books. Then have a classmate edit the text. Students then correct their texts and either submit them to another classmate or the teacher for a final editing. Students then prepare the final copy of their text.
4.2.3 *Interactive*	
✤ select and use a variety of interactive strategies (e.g., start again, using different tactics when communication breaks down)	➤ Show students a TV interview. Have them record and then interpret the fillers, hesitation devices, etc., used during the interview. Students then work with partners to interview each other, using fillers, hesitation devices, and circumlocution. Alternatively, two students at a time could be asked to interview each other in front of the class.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students work in pairs to take notes based on an article, look for evidence that they are able to • focus on key words and phrases • listen attentively and actively to his or her partner • make accurate modifications to notes during verification • use their notes to reproduce the article accurately in written form	
➤ As students edit their work, look for evidence that they are • using a variety of resources • editing with increasing frequency and ease	
➤ As students prepare questions and interview a classmate, look for evidence that they are able to • formulate appropriate questions • use fillers and hesitation devices during interview • speak clearly, with accurate pronunciation and intonation	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.3 general learning	
4.3.1 *Cognitive*	
✤ select and use a variety of cognitive strategies to enhance general learning (e.g., formulate key questions to guide inquiry)	➤ Provide students with a planning guide to help them formulate key questions and ideas for a research project. A sample guide could include the following: • Name, Date, Topic • What questions do I want to answer? • In what resources am I likely to find information? • How will I record my information? • How will I give credit to my sources? • How will I share my findings with the class? • How will I assess my work? (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 8 – 182.) (See an example of a planning guide in Planning, p. 67.)
4.3.2 *Metacognitive*	
✤ select and use a variety of metacognitive strategies to enhance general learning (e.g., reflect upon own thinking processes and how they learn)	➤ Have students keep a learning log. Provide students with questions such as the following: • What did I understand about the work I did today? • How did I relate what I already knew with new information? • How have my ideas changed? • What did I not understand? • What questions do I still have? • How could I find answers to my questions? (Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 8 – 38) (See an example of questions for a reflective log in Planning, p. 89.)

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ When students use a planning guide to help guide research, look for evidence that students are • answering questions with detail • considering several alternatives • applying the planning guide questions to the development of the research project	
➤ Collect students' learning logs from time to time and look for evidence that students respond thoughtfully and with appropriate detail.	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
4.3 general learning (continued) 4.3.3 *Social/Affective* ✤ select and use a variety of social and affective strategies to enhance general learning (e.g., take part in group problem-solving processes)	➤ As students work in groups to prepare projects, have them identify different ways in which problems can be solved. Have students solve a problem based on one or more ways chosen by the group.

SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
➤ As students work in groups to arrive at solutions to problems, look for evidence that they • provide a variety of solutions • choose solutions with reasons • take risks to express their opinions • participate actively in the group	

NOTES

Grade 9 to Grade 12 German Language and Culture

Teaching and Learning German Language and Culture

The Philosophy and Principles of Teaching and Learning German Language and Culture *3*

Teaching and Learning in the German Classroom *42*

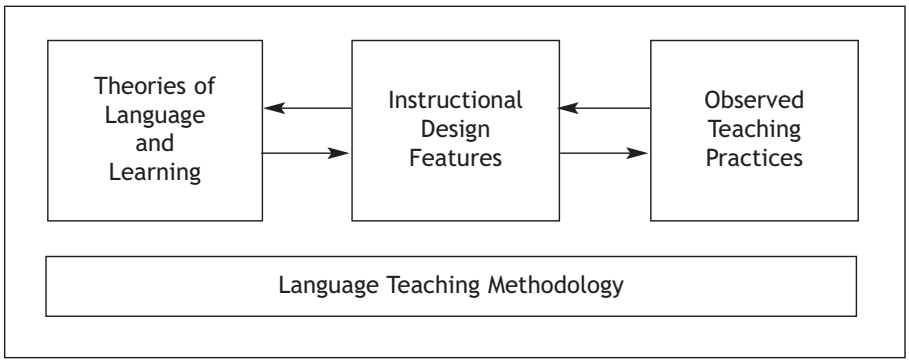
Combined Grades in the Second Language Classroom *96*

The Philosophy and Principles of Teaching and Learning German Language and Culture

Second Language Teaching Methodologies*

Theodore Rodgers argues that methodology in second language teaching has been characterized in a variety of ways. A somewhat classical formulation suggests that methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition (SLA). Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers and learners, materials, and so forth. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place. This whole complex of elements defines language teaching methodology.

Figure 1 LANGUAGE TEACHING METHODOLOGY



(From: *Language Teaching Methodology* by Theodore S. Rodgers, Professor Emeritus, University of Hawaii)

* Adapted from *Language Teaching Methodology* by Theodore S. Rodgers, Professor Emeritus, University of Hawaii.

Schools of Language Teaching Methodology

Within methodology a distinction is often made between methods and approaches. Methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. This distinction is probably most usefully seen as defining a continuum of entities ranging from highly prescribed methods to loosely described approaches.

The period from the 1950s to the 1980s has often been referred to as "The Age of Methods," during which a number of quite detailed prescriptions for language teaching were proposed. Situational Language Teaching evolved in the United Kingdom while a parallel method, Audio-Lingualism, emerged in the United States. In the middle-methods period, a variety of methods were proclaimed as successors to the then prevailing Situational Language Teaching and Audio-Lingual methods. These alternatives were promoted under such titles as Silent Way, Suggestopedia, Community Language Learning, and Total Physical Response. In the 1980s, these methods in turn came to be overshadowed by more interactive views of language teaching, which collectively came to be known as Communicative Language Teaching (CLT). Communicative Language Teaching advocates subscribed to a broad set of principles such as these:

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.

However, CLT advocates avoided prescribing the set of practices through which these principles could best be realized, thus putting CLT clearly on the approach rather than the method end of the spectrum.

Communicative Language Teaching has spawned a number of off-shoots that share the same basic set of principles, but which spell out philosophical details or envision instructional practices in somewhat diverse ways. These CLT spin-off approaches include The Natural Approach, Cooperative Language Learning, Content-Based Teaching, and Task-Based Teaching.

It is difficult to describe these various methods briefly and yet fairly, and such a task is well beyond the scope of this document. However, several up-to-date texts are available that do detail differences and similarities among the many different approaches and methods that have been proposed. (See Larsen-Freeman, and Richards and Rodgers.) Perhaps it is possible to get a sense of the range of method proposals by looking at a synoptic view of the roles defined for teachers and learners within various methods. Such a synoptic (perhaps scanty) view can be seen in the following chart.

Figure 2 METHODS AND TEACHER AND LEARNER ROLES

Teaching Methods and Teacher and Learner Roles		
Method	**Teacher Roles**	**Learner Roles**
Situational Language Teaching	Context Setter Error Corrector	Imitator Memorizer
Audio-lingualism	Language Modeller Drill Leader	Pattern Practioner Accuracy Enthusiast
Communicative Language Teaching	Needs Analyst Task Designer	Improvisor Negotiator
Total Physical Response	Commander Action Monitor	Order Taker Performer
Community Language Learning	Counsellor Paraphraser	Collaborator Whole Person
The Natural Approach	Actor Props User	Guesser Immerser

(From: *Language Teaching Methodology* by Theodore S. Rodgers, Professor Emeritus, University of Hawaii)

The **Total Physical Response (TPR)** teaching method is one in which students respond with physical activity to an increasingly complex set of commands. The students' physical activity responses signal their comprehension of the command. This is ideally suited for beginning language students, but can be adapted and made more complex for higher level students.

The **Natural Approach (NA)** promotes communicative proficiency by providing real-world, authentic experiences, and language experiences with meaningful contexts.

As suggested in the chart, some schools of methodology see the teacher as an ideal language model and commander of classroom activity, whereas others see the teacher as a background facilitator and classroom colleague to learners.

There are other global issues to which spokespersons for the various methods and approaches respond in alternative ways. For example, should second language learning by adults be modelled on first language learning by children? One set of schools (e.g., Total Physical Response, Natural Approach) notes that first language acquisition is the only universally successful model of language learning we have, and thus that second language pedagogy must necessarily model itself on first language acquisition. An opposed view (e.g., Silent Way, Suggestopedia) observes that adults have different brains, interests, timing constraints, and learning environments than do children, and that adult classroom learning therefore has to be fashioned in a way quite dissimilar to the way in which nature fashions how first languages are learned by children.

Another key distinction turns on the role of perception versus production in early stages of language learning. One school of thought proposes that learners should begin to communicate, to use a new language actively, on first contact (e.g., Audio-Lingual Method, Silent Way, Community Language Learning), while the other school of thought states that an initial and prolonged period of reception (listening, reading) should precede any attempts at production (e.g., Natural Approach).

A Post-communicative Approach to Teaching and Learning International Languages

The diversity of methods and approaches that were described above may seem to suggest that what makes for good practice is a contested area. However, one finds that there is an increasing integration of ideas as to what constitutes effective and meaningful second language teaching and learning. Krashen's theory that second language learners "acquire" language skills in many of the same ways that first language learners develop linguistic knowledge has had an enormous influence on second language/international language theory and practice. Proponents of communicative approaches have had an equally powerful influence. In many ways, the contemporary international language teacher reflects a "post-communicative" approach to teaching. That is, their understanding of the teaching and learning draws significantly on communicative theory but incorporates other theoretical perspectives, such as multiple intelligences and constructivist theories.

Communicative Language Teaching*

Renate Schulz provides a historical background and description of Communicative Language Teaching (CLT). In the 1970s and 1980s, second/international language instruction moved away from an almost exclusive focus on the components of language—grammar, vocabulary, and pronunciation—to a focus on the development of communicative proficiency—the ability to communicate in the target language (language being studied) in real-life contexts. Communicative language teaching builds on the understanding that language use is governed not only by phonological and grammatical rules, but also by sociolinguistic and discourse rules (Canale and Swain). In other words, natural language use is a complex, creative activity that takes different forms depending on a variety of factors, including the context in which the interaction occurs, the characteristics of the speaker or writer (e.g., age, gender, social status, level of education, and geographic origin), the characteristics of the listener or reader, and the purpose of the interaction (Hymes).

* Adapted from "Foreign Language Education in the United States: Trends and Challenges" by Renate A. Schulz.

Whereas previous second/international language teaching methods—such as the grammar translation and audio-lingual methods—focused predominantly on grammatical form within a sentence-level context (or sometimes without any meaningful context), communicative language teaching focuses on the meaning of a message within a given situation, realizing that different cultures may have different ways to perform different speech acts in different contexts. It is the context that determines what is said, how it is said, to whom it is said, and why it is said. Thus communicative language teaching often uses language functions or speech acts (e.g., asking questions, apologizing, complimenting, reporting, giving directions, and making requests), rather than specific grammatical structures, as its organizing principles.

With the communicative language teaching approach, teachers and students use the target language extensively, if not exclusively. Students are given information-exchange tasks that they can complete by working in pairs or small groups. This interactive, situational language practice requires learners "to interpret, express, and negotiate meaning in the new language" (Lee and VanPatten 1).

Communicative language teaching also advocates the use of culturally authentic texts written by native speakers for native speakers instead of simplified or edited texts developed expressly for second/international language learners. Effective use of authentic texts includes having the learners perform interesting and level-appropriate tasks after or while seeing, hearing, or viewing culturally authentic materials. For example, it would be inappropriate to give beginning learners a newspaper editorial and ask them to translate or summarize its content. However, even beginning learners can find dates and names of persons or places and can often get the general sense of what is being said.

Although discrete-point grammar instruction, mechanical pattern practice, and instant and direct error correction—which dominated second/international language instruction in the past—are generally frowned upon in the communicative classroom, attention to grammatical patterns continues to play an important role. This is true particularly for adolescent and adult learners, who are often intrigued by—and find it helpful to understand—structural differences between their own and the target language. The role of grammar is to support the exchange of meaning, the informational contents, and the communicative purposes dealt with in the classroom.

Constructivist Theory

Constructivist theory emphasizes the importance of the learner's active construction of knowledge and the interplay between new knowledge and the learner's prior knowledge. Effective international language instruction will provide opportunities for students to construct and create their own understanding of how to make meaning from what they hear and read, and how they use their understanding to construct and create their own meanings in speech and writing. Myriam Met ("Middle Schools") describes a constructivist approach to the learning of international languages in the text that follows:

> In order to construct knowledge of a new language, students need exposure to the target language. This exposure makes the transmission of meaning in second languages accessible and understandable to students. Internalizing the relationship between meaning and the forms used to convey it is essential for production; students cannot spontaneously produce language they do not understand. In the first phase of internalization, students learn to understand what is heard by matching meaning with language. Learners need to notice features in the input (vocabulary, syntax, discourse markers) to which they can assign meanings. Through a carefully implemented sequence of instructional activities, students can be assisted to move through the construction of meaning. Students should be provided with comprehensible examples of new structures as used in authentic situations and extended spoken and written texts, as well as many opportunities to hear, understand, and match language with meaning.

Characteristics of Effective Programs

It is well known that almost all young children acquire their first language naturally in the course of normal development and that they can acquire a second language simultaneously if their second language environment is similar to that of their first language environment. Numerous research studies have shown that adolescents and young adults can be quite efficient language learners (again with the exception of acquiring native-like pronunciation) in situations in which exposure to the language is limited to a classroom setting. As Swain and Lapkin ("Canadian Immersion") point out, "Older learners may not only exhibit as much success in learning certain aspects of a second language as younger learners, but they can also accomplish this learning in a shorter period of time" (150).

There are several factors or characteristics of effective second/ international language programs. In a review of the international literature on effective languages programming, Pufahl, Rhodes, and Christian (*Other Countries*) identified and summarized a number of additional factors or characteristics of successful program models.

An Early Start

As can be expected, time is a factor. Many international respondents reported that beginning language study early promotes achievement of higher levels of language proficiency. Seven of the countries that were studied have widespread or compulsory education in second/ international languages by age eight, and another eight countries introduce second/international languages in the upper elementary grades. In many cases, a second second/international language is offered or required in the elementary grades. What is essential for the development of a lasting and usable competence in a second/ international language is a lengthy, well-articulated, high-quality instructional sequence. This means that if language proficiency is the major goal of instruction, then the length of formal language study needs to be four years or more.

A Well-Articulated Framework

Instruction must be well-articulated in a continuous, sequentially planned and executed curriculum through which students progress without interruption from the beginning of their second/international language study to high school graduation. Several respondents noted the importance of a well-articulated curriculum framework that motivates and guides the development of an effective system of second/international language education. Many European countries have adapted their second/international language teaching at the national level to the frameworks and standards articulated by the Council of Europe's language policy and activities. *A Common European Framework of Reference for Languages*, developed and revised over the past decade, has had high impact. The *Framework* is a planning instrument that provides a common basis and terminology for describing objectives, methods and approaches, skills, practices, and assessments in language teaching, and it is used for planning syllabuses, examinations, teaching materials, and teacher training programs throughout Europe.

Similar developments have emerged in Canada and the United States. *The Western Canadian Protocol, Common Curriculum Framework for International Languages* (2000) was an attempt to improve the effectiveness of international language education in western Canada by providing a common well-articulated framework for the development of language-specific curriculum.

Rigorous Teacher Education

One of the most often cited factors related to excellence in second/ international language education is a well-trained teaching corps.

Comprehensive Use of Technology

Innovative technologies and media are frequently cited as a way to increase access to information and entertainment in a second/international language, provide interaction with speakers of other languages, and improve second/international language teaching in the classroom.

Access to Information and Entertainment

Most respondents, in particular those from Canada, Denmark, and Thailand, highlighted the importance of the Internet and specialized databases for information retrieval. In smaller countries, many television shows are broadcast in a second/international language and subtitled rather than dubbed. In Denmark, where English is omnipresent through the many American and British television programs, films, computer games, and music videos, teachers have developed successful strategies for integrating students' informal second/international language exposure into classroom teaching.

Interaction and Collaboration with Speakers of Other Languages

Access to information on the World Wide Web and the use of new information technologies, especially networked computers, has contributed to increased communication among second/international language teachers and students in many countries. Through email, mailing lists, discussion groups, and chat rooms, the Internet has increased access to and communication in the second/international language with both native and non-native speakers.

In addition, improvements in travel and reduced costs have made it possible for increased direct contact through tourism, education, and business/work-related activities. Satellite communication and improvements in telecommunication have brought the "world" into homes throughout the world, no matter how remote. Multilingual television channels have increased the linguistic diversity in every nation.

Effective Teaching Strategies

Respondents mentioned several innovative methods for language instruction, which fall roughly into the categories highlighted below.

Integration of Language and Content Learning

Learning content-area subjects through the medium of a second/international language has become increasingly popular in many of the responding countries. In some cases, a second/ international language is used as the medium of instruction in non-language subjects, frequently at the secondary school level when students have acquired sufficient proficiency in the second/ international language. In Luxembourg, for example, both German and French are used as a medium of instruction throughout students' school careers to support simultaneous learning of both languages. In immersion programs,

called "bilingual programs" in Europe, primary school children are taught subject matter almost exclusively in a second or international language. Similar bilingual and French immersion programs in Canada have demonstrated the possibilities and effectiveness of each model.

Communicative Teaching Methods

In Denmark, Germany, the Netherlands, New Zealand, Peru, and Spain, a focus on communicative and intercultural learning has not only stimulated a productive discussion of teaching objectives, methods, and underlying rationales that are now reflected in curricula and textbooks, but has also resulted in increased oral and written proficiency for their students.

Focus on Language Learning Strategies

Several respondents reported that a recent focus on how to learn a second/international language has been important to the success of language education in their countries. In Denmark, for example, teachers focus on raising students' awareness of various communication strategies, including strategies to bridge vocabulary gaps, reading and listening strategies, and general language learning strategies.

Building on the First or Subsequent Languages

There is increasing awareness and knowledge of the importance of the students' first language on second language learning. Successful approaches consider students' first languages as a foundation upon which to build second language proficiency. In Luxembourg, several projects demonstrate that acknowledging the sociocultural context and the already developed competencies of children in their first language will boost learning of subsequent languages.

Other Characteristics of Successful Programs

Other notable methods include the sole use of the second/ international language in the classroom; a modular approach to teaching in which students are grouped according to proficiency level rather than age or grade level; and project-oriented learning that emphasizes the use of authentic materials through technology and integrates learning about culture and nations with language and content learning.

The Influence of Contemporary Theory and Practice

The research summarized in the preceding section has informed the development of the *Grade 9 to Grade 12 German Language and Culture: A Foundation for Implementation*. In developing this document, developing communicative competence has been at the forefront of the enterprise. Both the curriculum framework and the suggestions for instruction and assessment included in this document demonstrate an acute awareness of the importance of meaningful and relevant learning experiences and tasks, which provide a context for acquiring and using German.

Four Components

Communicative competence is represented by four interrelated and interdependent components. The "Applications" component deals with what the students will be able to do in German, the functions they will be able to perform, and the contexts in which they will be able to operate. "Language Competence" addresses the students' knowledge of the German language and their ability to use that knowledge to interpret and produce meaningful **texts*** appropriate to the situation in which they are used. "Global Citizenship" aims to develop intercultural competence with a particular focus on German cultures. The "Strategies" component helps students learn and communicate more effectively and more efficiently. Each of these components is described more in the *Grade 9 to Grade 12 German Language and Culture: Manitoba Curriculum Framework of Outcomes* and also in this document.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific learning outcomes rather than the traditional language arts (reading, writing, listening, speaking, viewing, representing).

Interaction is most often direct, face-to-face oral communication. It can also take the form of written communication between individuals using a medium such as email where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively. Negotiating meaning involves working to make oneself understood and to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or figuring out meaning in other ways. Reading and listening will sometimes involve viewing and interpreting visual elements such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the author or speaker.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication (e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker). Oral and written presentations will sometimes be enhanced by representing the meaning visually, using pictures, diagrams, models, drama techniques, or other non-verbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful because the participants cannot directly negotiate meaning.

* See Appendix A: Glossary for definitions of terms.

Viewing and Representing

It is common in Canada to conceptualize language arts as comprising six elements (reading, writing, speaking, listening, viewing, and representing). While the six language arts cannot be separated in a real sense in the classroom, viewing and representing are discussed separately here because they have been formally identified as language arts in this curriculum.

Many students are avid and sophisticated consumers of visual media, and their familiarity with visual forms may facilitate literacy with other forms. Teachers can make use of this knowledge by creating links between conventions in visual media and similar conventions in written texts.

Viewing and representing are language arts in their own right. Students need to learn the techniques and conventions of visual language to become more conscious, critical, and appreciative readers of visual media, and more effective creators of visual products.

Films and video productions increase students' experiences, much as written texts do, and they offer similar opportunities for discussion. Films also provide rich opportunities to explore the similarities and differences between visual and written language. Students may enhance their own products and presentations by using visuals with written text and/or sound.

Students may use visual representation for both informal and formal expression. Drawing or sketching may, in fact, be the first and most natural way for some students to clarify thinking and generate ideas. They may also use tools such as frames, maps, webs, and other graphic organizers to comprehend parts and their relationships. Visual tools are especially useful because they can represent the non-linear nature of thought and show relationships among ideas. For beginning learners of German Language and Culture, visual tools may be an effective way to facilitate and demonstrate comprehension.

Students may use representation to express their mental constructs of the ideas, theories, or scenes in written texts. Events, ideas, and information may be depicted in graphic organizers, storyboards, murals, comic strips, or collages. After studying visual media, students make informed use of design elements in developing charts, slides, posters, and booklets. Other creative forms of expression, such as music, drama, dance, or mathematics, can be a means of representing students' understanding of a topic or a concept. The inclusion of representing as a language art extends the means by which students can communicate and demonstrate their learning in authentic ways.

Three Types of Language Learning

As students actively use the language arts, they engage in three kinds of language learning:

- Students learn language: Language learning is a social process that begins in infancy and continues through life. Language-rich environments enhance and accelerate the learning process.
- Students learn through language: As students listen, read, or view, they focus primarily on making meaning. Students use language to increase their knowledge of the world.
- Students learn about language: Knowledge of how language works is a subject and a discipline in itself and is fundamental to effective communication.

These three kinds of language learning are integrated in the classroom. Students may engage in learning tasks principally to make sense of the world. In the process of learning through language, however, their facility with language and their knowledge about language increases.

Developing Language Competence

Language competence is a broad term which includes not only knowledge about the language, but also 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. Tasks involve students in understanding, manipulating, producing, or interacting in German while their attention is principally focused on meaning rather than form. Activities or 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 the task will be taught, practised, and assessed as students are involved in various aspects of the task itself, not in isolation.

Teaching the Form of the Language

Teaching the form of a second language has been the topic of much discussion but there is still a need for more research to clarify many issues that remain unresolved. However, we can make the following observations with some certainty:

- Exposing students to the language without explicitly teaching its structures and formal properties is not enough to enable most students to become fluent.
- Teaching grammar through exercises that are unrelated to meaningful communication will not help students improve their language competence.

- Activities or tasks which focus on the form of the language should take up a relatively small part of the overall class time. The majority of classroom time should be spent on communicative activities, in other words, on activities where the focus is on meaning.
- Students cannot be expected to master a particular structure after a single lesson on it. They need to be exposed to the structure repeatedly, in a variety of situations, and have the opportunity to use it over an extended period of time before it will be learned.

How does the teacher decide when to introduce specific structures or forms? In programming that takes a task-based or content-based approach, the choice of grammar structures or forms to work on explicitly is based on the immediate needs of the students. In other words, students learn about the structures and forms they will need to use in order to carry out the task that is the focus of the unit. This way of ordering the teaching of grammar requires a careful analysis of the tasks the students will work on to determine which structures are essential and in which context they will be used. With careful planning, the teacher can ensure that specific points are revisited regularly in a variety of contexts.

An effective method of raising the students' consciousness of particular structures or rules is to help them discover the rule themselves. Once they are aware of the structure, they will be more likely to notice it in texts they are working with and thus have their learning reinforced. Grammatical problem-solving activities (see page 68) can be used to help students discover patterns from a number of examples of correct and incorrect sentences. If students work in pairs or small groups and are able to do the activity in German, they will also be getting an opportunity to use the language in an authentic situation, in this case to learn something new. Even if students do the activity in English and are guided by the teacher, they will still benefit from the analysis.

Structural exercises can be effective tools for teaching grammar provided they meet certain criteria:

- Sentences used for the exercises should be taken directly from students' own productions or from texts they are using in their communicative activities.
- Understanding the meaning of the sentence should be necessary in order to do the exercise.
- Students should have the opportunity to use the structure they have just analyzed to accomplish the task that is the focus of the unit.

See the section on Instructional Methods for more specific details and examples of structural exercises (page 51).

Teaching Aural Interpretation

Stephen Krashen's theory of second language acquisition (*Principles and Practice*) emphasizes the importance of comprehensible input. Students must hear the language spoken in situations which help them understand what is being said if they are to acquire the language. They may go through a "silent period" before being willing to try to use the language themselves, but this does not mean that they are not learning.

To maximize acquisition of the German language, especially in the very early stages, input should have the following characteristics:

- Texts are as authentic as possible. (Authentic means they were produced for speakers of German and not for second language learners.)
- Speech is slower and more clearly articulated, although not distorted.
- Syntax is simple, sentences short.
- High frequency vocabulary is used.
- The meaning is clarified by the use of gestures, facial expressions, visuals, or concrete objects.
- The topic is familiar to the student.
- The content is interesting and/or relevant to the student.

As students become more proficient, the language to which they are exposed can more closely resemble the normal speech of a native speaker and the non-verbal supports can be reduced. In order for students to continue to learn, input should always be just a little beyond their current capabilities.

Since the German classroom may be the only place students are exposed to the language, it is important that German be used as much as possible. Students can gradually be taught the vocabulary and structures needed to carry out classroom routines in German, until the whole class is taking place in the second language.

Teaching Oral Production

Oral production activities are distinct from activities where there is interaction (and the possibility of negotiation of meaning) between individuals. Even though they are not interactive, they must still be communicative. This means that they will have the following characteristics:

- The topic is interesting and/or relevant to the students.
- The student producing the text has a **real** purpose (e.g., sharing factual information, expressing a personal opinion).
- The text is presented to a **real** audience (a person or persons other than a teacher who is listening for the sole purpose of teaching and assessing the student).
- **Real** communication takes place; in other words, the audience does not already know what the speaker is telling them.

- The students presenting the text usually have an opportunity to plan and prepare what they are going to say beforehand and to rehearse their presentation. For this reason, greater accuracy, better pronunciation and intonation, and greater fluency can be expected than in interactive situations.

Developing Interactive Fluency

Research has shown that students need more than comprehensible input to learn a second language. They also need output; in other words, they need opportunities to interact with others and to try to make themselves understood, if they are to develop accuracy and fluency. Producing language helps learners to notice gaps in their knowledge and then to try to find the correct form, in order to be understood.

Studies have also shown that nearly two-thirds of the talking that goes on in classrooms is done by the teacher. This is rather alarming when we know that interaction is essential for learning a language. If the teacher controls dialogue by asking questions of one student at a time, each individual student will have very little opportunity to try out new vocabulary and structures. Students must have the opportunity to interact in German in authentic situations as much as possible.

Face-to-face interaction is different from other situations (e.g., reading a story, writing a letter, listening to a song, speaking to a group) in that negotiation of meaning is possible. The speaker knows more or less immediately whether or not the message has been understood. The conversational partner may indicate lack of understanding, ask for clarification, or simply respond, thinking they have understood. This back and forth process continues until a mutual understanding has been reached.

However, interactive activities, if they are to be effective, cannot be left to chance. They must be carefully planned and structured. Here are some suggestions:

- By using cooperative mixed-level groups, the teacher provides students with many opportunities to express themselves, to use the language in communicative situations, and to test their ability to get their message across. It is important to teach and assess cooperative skills related to using the German language in cooperative groups. A more detailed description of cooperative learning can be found in the section on instructional methods (page 72).
- Students can be taught strategies for making themselves understood, without having recourse to English, when they don't know or cannot remember a word or phrase. Strategies include using gestures, synonyms, paraphrasing, looking at word lists posted in the classroom, and so on. See the list of interactive strategies in Appendix E, page Appendices — 35.

- Students often need to be encouraged to be a little more precise, a little more accurate. However, in interactive activities the focus should remain on the meaning the student is trying to convey. It is possible to respond to the message and yet push students to improve their language. If they are using a general word, for example, respond to what they are saying while at the same time using a more precise word. If they make a mistake in grammar or pronunciation, respond to the content (the meaning) of their message, but incorporate the correct structure or pronunciation into your response. If the idea is vague or very general, ask students to provide more details, justify their opinion, or be more precise.
- Students can learn to use similar techniques in their interactions with their fellow students. This involves strategies like asking questions to get more information or a clearer answer, indicating when one has not understood, or repeating what was said in a different way to check for understanding.
- None of these suggestions will work unless the classroom provides a safe environment for students, an environment where they know they can make mistakes without being ridiculed or punished. Students need to understand that taking risks (trying out new vocabulary and structures, using language that they are not quite sure of, trying to say things they want to say but have not yet learned fully) and making the inevitable mistakes are part of the process of effective language learning.

Teaching Written Interpretation

Students learning to read German at the middle or secondary level have the advantage that they already know how to read in their first language and can transfer many of their skills and strategies to the task of reading German, their second or additional language. The alphabet is the same. Students already understand that a written text has a message and that it is made up of individual words. They know that they don't always have to understand every word, they can read ahead and come back, or they can just guess at the meaning of words they don't know, and so on.

Since written language is a source of comprehensible input in the same way that oral language is, much of what was said about aural interpretation above is true of written interpretation as well. Written texts used in the early stages of learning German should have the following characteristics:

- They are as authentic as possible. (Authentic means they were written for speakers of German and not for second language learners.)
- Syntax is simple, sentences are short, texts are also short or made up of short sections.
- High frequency vocabulary is used.
- The meaning is clarified by the use of illustrations and other contextual clues.
- The topic is familiar to the student.
- The content is interesting and/or relevant to the student.

As students become more proficient, the written texts to which they are exposed can more closely resemble the normal language of a native speaker with fewer visual supports. In order for students to continue to learn, input should always be just a little beyond their current capabilities.

The term "written interpretation" is a reminder that the objective of reading is to interpret the meaning of the text. Activities such as reading aloud, while they have their place in the second language classroom, are more suited to practising good pronunciation or learning the correlation between sounds and spelling than to developing comprehension. For beginning readers of German it is difficult to attend to the meaning of a text at the same time as the sound-symbol system.

Teaching Written Production

Research on teaching writing shows that student achievement is higher when the teaching approach emphasizes writing as a **process**, rather than writing as a **product**.

In the traditional **product-oriented approach**, form and correctness are the focus of attention. The teacher provides drills on specific skills, makes many of the major decisions for the students (e.g., topic, length, what form the text will take), and is the only audience. Students are asked to concentrate on following rules, to work alone, and to constantly pay attention to technical matters such as grammar and spelling. They usually write only one version of the text, which the teacher corrects. Because no one else will read the writing, students often pay little attention to the teacher's comments.

Research has clearly shown that a concentration on grammar actually slows students' development as writers because the insistence on correctness reduces their willingness to experiment and invent. Grammar instruction that relates directly to students' writing, and is in response to their needs, is effective in improving writing.

The experience of classroom teachers and research conducted during recent years shows that a **process-oriented approach** to teaching writing is more successful. In this approach, students are led through a series of stages in their writing and gradually learn to use this process independently.

Strategic Learning in German Language and Culture

Fostering strategic learning in the German Language and Culture classroom is essential for ensuring effective and lifelong learning. To develop high levels of language skills, including literacy, students need instruction in the strategies that skillful learners use in approaching language tasks. Students need to be taught learning strategies through demonstration, explicit instruction, guided practice, and independent practice with feedback and support. Therefore, students enrolled in the Grade 9 to Grade 12 German Language and Culture are encouraged to acquire and apply a wide range of strategies to enhance their learning and their ability to communicate effectively.

Strategies are systematic and conscious plans, actions, and thoughts that learners select and adapt to each task. Strategies are often described as knowing what to do, how to do it, when to do it, and why it is useful. The German Language and Culture curriculum includes clusters of specific learning outcomes designed to promote three types of strategic learning in the German Language and Culture classroom: language learning strategies, language use strategies, and general learning strategies.

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

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

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

Social language learning strategies are actions learners take that involve interactions with native speakers of the German language or interactions with other learners of German in order to assist or enhance their own language learning. For example, asking another student for help to understand a text written in German, or asking a native speaker for an unknown vocabulary item would be social language learning strategies.

Affective language learning strategies are methods students use to regulate their emotions, motivation, and attitudes to make themselves more conducive to learning.

Language use strategies are actions taken to enhance communication. These strategies are often used with no intention of trying to acquire language, but instead with the intention of improving communication. The language use strategies in *Grade 9 to Grade 12 German Language and Culture: Manitoba Curriculum Framework of Outcomes* are organized according to the three communicative modes: *interaction, interpretation,* and *production*.

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

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 able to use specific strategies at a particular grade level. The goal is to help students become more active, more self-directed, more autonomous, and more expert in choosing the strategies that work best for them. Effective language learners tend to use more strategies and to apply them in a more appropriate fashion than less effective learners. A global list of strategies that will benefit students can be found in Appendix E of this document.

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

Inclusive Teaching Approaches

Every classroom is a diverse classroom. Students bring with them a rich array of cultural backgrounds, learning styles, personal interests, and characteristics. It is important for teachers to consider the needs of all the learners in the classroom. The charts that follow provide an overview of points to consider and useful strategies for adapting instruction for diverse students.

Balanced Instruction in German Language and Culture

Planning for balance while ensuring sufficient instruction and practice in all the learning outcomes defined for a particular grade is a particularly challenging task. Teachers strive to incorporate a variety of instructional strategies and teaching and learning activities in their classrooms. This includes varying instructional groupings and methods to meet the learning needs of a wide range of students.

Teachers also strive to ensure balance in their delivery of the curricular learning outcomes. They are attentive to the need for integrating the Application, Language Competence, Strategies, and Global Citizenship learning outcomes to achieve balanced instruction. They are careful to provide instruction in linguistic elements, such as grammar or vocabulary, within the context of concrete applications.

Themes, integrated units, and learning sequences provide opportunities for explicit instruction in many learning outcomes. Instructional activities such as mini-lessons are necessary to introduce, develop, or reinforce particular skills. In every planning decision, reflective teachers ask:

- What is an appropriate balance for my students?

- Am I achieving that balance in my classroom, both in the short term and the long term?
- Is my instruction helping students to achieve the appropriate learning outcomes of the German Language and Culture curriculum?

Teachers strive for balance in their classrooms. A communicative approach requires the teacher to be a guide and a language model. One of the main functions of the teacher is to discover or invent ways of encouraging students to communicate meaningfully with each other. Instead of actively directing and controlling all activities, the teacher will set up conditions for meaningful practice, and then take on roles such as observer, facilitator, resource person, catalyst, challenger, and encourager.

Teachers also endeavour to provide a range of learning materials and resources. It is important to provide many opportunities for students to interact with a wide range of oral, literary, and media texts, from varied sources. See Sample List of Text Forms in Appendix B.

A balance between classroom-centred experiences and real-life, authentic applications of the German language focused outside the classroom is essential in preparing German Language and Culture students for the world beyond the German classroom. This can be achieved through a wide range of activities, such as interactions with guest speakers and other visitors from outside of the school community, pen pal experiences, exploring Internet sites, viewing German television or film productions, etc. Similarly, students must be provided with a wide range of opportunities for using the German language in meaningful ways.

Adaptation Strategies

"Differentiating the curriculum" refers to adjustments in content, teaching strategies, expectations of student mastery, and scope and sequence. The students work at different paces. Gifted students are more likely to develop study and production skills, experience success, and feel challenged by instruction that encourages learners to master information more quickly. General adaptation strategies to ensure success with these learners are found on page 35.

Strategies for the International Language Classroom

Suggested student adaptation strategies for the international language classroom may include, but are not limited to, the following:

- researching and discussing cultural issues/perspectives in more depth
- posing questions that involve inferencing and focusing on complex cross-curricular themes or global problems
- explaining reasons for taking a certain position or making a specific decision both orally and in writing in German

- creating original songs, stories, short plays, poems, designs, etc., showing multicultural perspectives of a specific theme or having a futuristic twist
- being held accountable for additional listening comprehension tasks
- creating experiences and performances that reflect the results of research, interviews, or surveys in the target language
- retelling a story or experience from other content areas in the target language
- writing editorials, letters, etc. to German newspapers in the United States
- emailing articles, commentaries, reviews, etc. to German schools, publications, organizations, newspapers, or magazines
- being given assignments involving more sophisticated computer research and reporting in the target language
- receiving handouts, information for web searches, etc. in the target language
- processing a greater volume of any given print material
- being given the option of independent world language projects of choice

Adaptation Strategies For Selected Scenarios

"Making Connections"

- Based on the scenario interview, write an essay in German projecting the guest speaker's future. Focus on further development of vocabulary related to that career. Present orally as a commentary on the guest's class visit.
- Write a prospective business plan for the guest based on knowledge of the speaker's current business and the German-speaking culture. Email the plan to the speaker.

"You Are What You Eat"

- Create a catering business in a German-speaking country. Plan meals for business conferences and typical celebrations in the German culture. Include prices and optional services offered.
- Create a new recipe for a German-speaking culture that satisfies certain criteria (e.g., seasonal dishes, diet dishes, or a dish that might appeal to target culture teens).
- Do an independent project in related areas (e.g., manners for a changing society, diseases related to food consumption, or emotions associated with certain foods in a German-speaking culture/ country).

"Dare to Say No"

- Create a "perfect" teen/parent for a German-speaking culture. The "ideals" will be based on what the student considers to be the best resolutions to the problems identified as a result of the scenario activity.

- Create a support group for teens based on problems identified and act as "facilitator" for the group.
- Direct and produce a TV talk show entitled "Parents & Teens Around the Globe." Students role-play parent and teen guests.

Types of Adaptations

Three types of adaptations for exceptionally able learners—acceleration, enrichment, and grouping—are described in this section.

Acceleration

Acceleration involves grade-skipping or changing the rate of presentation of the general curriculum to enable the student to complete the course in less time than usual. Prescribed seat-time is not necessary for achievement of the learning outcomes. Acceleration can occur in any subject area. Middle school students should be able to take high school courses; high school students take college courses with appropriate credit accrued. Some provision must be made for continued acceleration or high-level enrichment. Unless the student has a pre-identified problem, social or emotional development should not inhibit acceleration.

The following are some examples of accelerated types of programs:

- **Flexible Pacing:** Assignment to classes should be based on the ability to be challenged and handle the work, not on age.
- **Content Acceleration:** Superior performance in some areas may be addressed with placement in a higher grade level for the areas warranting it.
- **Multi-Age Classes:** Classes can be formed in which two or more grade levels are combined. Students can accelerate through self-pacing.
- **Compacting** (also known as telescoping): This refers to a form of acceleration in which part of the curriculum is addressed in a shorter period of time than is usual. Previously mastered content material is determined through pre-evaluation and eliminated.
- **College Course Work:** Qualified students take college courses for college credit while completing high school requirement (concurrent enrollment). College courses may be taken in the summer.
- **Early College Admission:** Once all high school graduation requirements are met, early admission to college is an option.
- **Advanced Placement:** The advanced placement program (APP), administered by the College Entrance Examination Board, enables high school students to obtain both high school and college credit for demanding course work offered as part of the school curriculum.

Enrichment

Enrichment is another way to meet the differentiated needs of exceptionally able students. Well-articulated assignments that require higher cognitive processing, in-depth content, and alternate modes of communication can be effective and stimulating.

The following are some examples to consider when differentiating classroom instruction to meet the needs of academically or artistically talented students:

- **Alternate Learning Activities/Units:** Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
- **Independent Study:** Students conduct well planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry.
- **Advanced Thinking Processes:** Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- **Guest Speakers:** University faculty, parents, business and industry leaders, or other teachers in specific fields can provide information on topics beyond the teacher's expertise.
- **Mentors/Internships:** Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models.
- **Alternate Resources:** This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.
- **Exchange Programs:** Students attend schools in a different community or country to enrich educational experiences.

Grouping

Grouping involves placing students of like ability together in homogeneous arrangements such as special classes or clustering in the same classroom. Grouping allows for more appropriate, rapid, and advanced instruction and challenges students without isolating them.

Students may be grouped using the following arrangements:

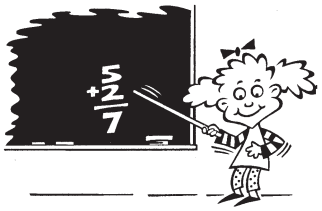
- **Pullout Programs:** These programs combine regular class integration and homogeneous grouping on a part-time, regular basis. Pullout programs require careful coordination and communication between the teachers of both classes.
- **Cluster Grouping in the Regular Classroom:** This type of grouping permits homogeneous and heterogeneous grouping according to interests and achievement.

- **Cluster Scheduling:** Schedules are arranged so that exceptionally able students can take their required core courses together to enhance rapid pacing and provide greater depth and breadth to course content.
- **Honours and Enriched Classes:** These classes provide opportunities for practising higher-level thinking skills, creativity, and exploration of in-depth course content.
- **Seminars:** Aimed at research, interdisciplinary studies, visual and performing arts, academic subjects, or other areas of interest, seminars provide interaction with specialists who can give guidance in specific areas.
- **Resource Centres:** A district can establish a resource centre available to all students, but reserve it at times for exceptionally able students from a broader geographical area (e.g., inter-district).

Additional Adaptations

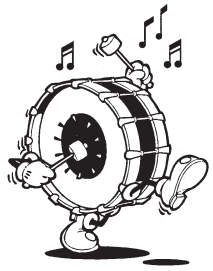
The following charts outline various strategies for adapting learning activities to accommodate students with diverse talents, exceptionally able students, and students with specific learning needs. Teachers may wish to refer to these during their instructional planning and as a check to be sure that they are using inclusive classroom practices.

Strategies for Students with Diverse Talents

Intelligence	Students learn best by	Planning questions for teachers	Learning activities
Linguistic 	Verbalizing, hearing, and seeing words	How can I use the spoken or written word?	Creative writing Formal speech Humour or telling jokes Impromptu speaking Journal or diary keeping Oral debate Poetry Storytelling Words—used in reading, writing, speaking
Logical-Mathematical 	Conceptualizing it, quantifying it, thinking critically about it	How can I bring in numbers, calculations, logic, classifications, or critical-thinking skills?	Abstract symbols, formulas Calculation Counting Deciphering codes Finding patterns Forcing relationships Graphic organizers Number sequences Outlining Problem solving Syllogisms
Spatial 	Drawing it, sketching it, visualizing it	How can I use visual aids, visualization, colour, art, or metaphor?	Active imagination Colour schemes Designs and patterns Drawing guided imagery Mind mapping Painting pictures Pretending Sculpture/models
Bodily-Kinesthetic 	Dancing it, building a model of it, doing a hands-on activity related to it	How can I involve the whole body or use hands-on experience?	Body language Dancing—folk or creative Drama/acting Inventing Martial arts Mime Physical gestures Physical exercises Playing sports and games Role-playing

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

Strategies for Students with Diverse Talents (continued)

Intelligence	Students learn best by	Planning questions for teachers	Learning activities
Music 	Singing it, chanting it, finding music that illustrates it, putting on background music while learning it	How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?	Creating music Environment sounds Humming Listening to music Music performance Music composition, creation Percussion vibrations Rhythmic patterns Singing Tonal patterns Vocal sounds and tones
Interpersonal	Working on it with another person or group of people	How can I engage students in peer-sharing, cooperative learning, or large-group simulation?	Collaboration skills Cooperating Cooperative learning Empathy practices Giving feedback Group projects Intuiting others' feelings Listening Person-to-person communication Receiving feedback Sensing others' motives Talking to others Teamwork/division of labour
Intrapersonal	Relating to a personal feeling or inner experience	How can I evoke personal feelings or memories, or give students choices?	Being alone Complex guided imagery "Centring" practices Emotional processing Focusing/concentration skills Higher-order reasoning "Know thyself" practices Metacognition techniques Mindfulness practices Silent reflection methods Telling about feelings Telling about thinking Thinking strategies
Naturalist-Physical World	Observing it, classifying it, appreciating it	How can I relate the student's learning to the physical world?	Discovering, uncovering Observing, watching Forecasting, predicting Planting Comparing Displaying Sorting and classifying Photographing Building environments

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

Multiple Intelligences Grid of Ideas The Olympic Games or Games of Life							
Verbal	**Logical**	**Spatial**	**Bodily**	**Musical**	**Interpersonal**	**Intrapersonal**	**Naturalist**
Biographies	Graphic arts	Greek architecture	Fitness	National songs	Teamwork	Individual achievement	Nutrition
Writing about heroes	Biochemistry	Pottery	Sports	Raps	Cooperation	Pride	Health
Historical fiction	Laws of physics	Painting	Practice	Practising music	Competition	Sense of accomplish-ment	Wellness
Myths	Statistics	Posters	Routines	Relaxation music	Sportsman-ship	Logs	Biochemistry
Literature	Percentages	Photos	Regimens	Mediation	Coaching	Journals	Climate
News reporting	Logical thinking	Graphic organizers	Physical therapy	Composing	Mentoring	Psychology of peak performance	Culture
Expository writing	Sequences	Graphs	Conditioning	Performing	Global relationships		Biofeedback
Features	Cause/effect	Visualization techniques	Experiences	Selecting appropriate music	Conflict management	Endurance	Attitudes

Multiple Intelligences Grid of Life (Fogarty)

Strategies for Students with Diverse Talents
Planning Model Using Bloom's Taxonomy

Bloom's Taxonomy is a model that focuses on six levels of thinking. The six levels roughly form a two-tiered arrangement that represents levels of complexity in thinking. Knowledge and comprehension are the lower or more concrete levels of thinking. Analysis, evaluation, and synthesis represent higher or more complex levels of thinking. The application level, which falls between the lower and higher levels, can be very complex depending on the task.

A variety of instructional strategies and products may be categorized for each level of thinking. Teachers who design a variety of learning activities that require different levels of thinking will provide appropriate opportunity for the diverse number of students whose thinking levels range throughout the spectrum.

The following chart provides a model for instructional planning based on Bloom's taxonomy of thinking. Also see International Languages and Bloom's Taxonomy on page 32.

Level		Definition	Instructional Strategies	Activities, Tasks, & Products
Lower, less complex, more concrete levels	Knowledge	Students recall information, recite, or write	• ask • define • describe • discover • identify • label • list • listen • locate • match • memorize • name • observe • recite • recognize • remember • research • select • state • tell	• books • diagrams • events • exams • facts in isolation • films • film strips • magazine articles • models • newspapers • people • plays • quiz • radio • recordings/records • tapes • tape reading • vocabulary • workbook pages
	Comprehension	Students restate the information in their own words	• ask • change • compare • convert • defend • discover • distinguish • edit • explain • express • extend • generalize • give example • identify • illustrate • infer • interpret • listen • locate • match • observe • paraphrase • predict • relate • research • restate • rewrite • show symbol • summarize • transform • translate	• causal relationship • comparison of like/unlike items • conclusion/implication based on data • diagrams • films • filmstrips • graph • magazines • models • newspapers • outline • own statement • people • photograph • radio • response to questions • revisions • skit • speech • story • summary • tape recording • television

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

Strategies for Students with Diverse Talents (continued)
Planning Model Using Bloom's Taxonomy

Level		Definition	Instructional Strategies	Activities, Tasks, & Products
Level depends on complexity of task	Application	Students apply the information in one or more contexts	• apply • build • change • choose • classify • construct • cook • demonstrate • discover • dramatize • experiment • interview • list • manipulate • modify • paint • prepare • produce • record • report • show • sketch • solve • stimulate • teach • use guides, charts, maps	• artwork • collection • crafts • demonstration • diagram • diorama • diary • drama • forecasts • illustration • list • map • meeting • mobile • model • paint • photographs • project • puzzle • question • recipe • scrapbook • sculpture • shifting smoothly from one gear into another • solution • stitchery
	Analysis	Students understand component parts to be able to compare and contrast or categorize information	• advertise • analyze • categorize • classify • compare • contrast • differentiate • dissect • distinguish • infer • investigate • point out • select • separate • solve • subdivide • survey	• argument broken down • chart • commercial • conclusion • checked • diagram • graph • parts of propaganda statement identified • plan • prospectus • questionnaire • report survey • report • solution • survey • syllogism broken down • word defined
Higher, more complex, more abstract levels	Synthesis	Students judge what they have analyzed and support their opinions	• combine • compose • construct • create • design • estimate • forecast • hypothesize • imagine • infer • invent • predict • produce • rearrange parts • role-play • write	• advertisement • article • book • cartoon • experiment • formation of a hypothesis or question • game • invention • lesson plan • machine • magazine • new game • new product • new color, smell, taste • news article • pantomime • play • poem • puppet show • radio show • recipe • report • set of rules, principles, or standards • song • speculate on or plan alternative courses of action • story structure • television show
	Evaluation	Students create and/or gather pieces of information to form a novel thought, idea, product, or perspective	• appraise • choose • compare • consider • criticize • critique • debate • decide • discuss • editorialize • evaluate • give opinion, viewpoint • judge prioritize • recommend • relate • summarize • support • weigh	• conclusion • court trial • critique • debate • decision • defense/verdict • discussion • editorial • evaluation • group discussion • group • letter • news item • panel • rating/grades • recommendation • self-evaluation • standard compared • standard established • survey • valuing

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

Strategies for Students with Diverse Talents
International Languages and Bloom's Taxonomy

Knowledge/ Comprehension	Application	Analysis	Synthesis	Evaluation
What students will do: • Write telegrams • Arrange lines of dialogues • Fill out authentic forms for the target country • Explain proverbs, slang • Listen for sequence • Explain the "What? Who? Where? How? Why?" • Give description of scenes from a video presentation • Describe pictures from the target country • Define words • Listen and paraphrase in English a conversation heard in the target language • Draw picture from verbal information of a target culture's scene or object	*What students will do:* • Dub cartoons, TV shows • Command others step-by-step to prepare a typical cultural dish • Produce questions with correct pronunciation • Apply a cultural custom to a real-life situation in the target country • Interview classmates on their daily activities • Plan a menu for occasions typical of the target culture • Make shopping lists for various cultural, social events • Apply rules of correct cultural protocol while dining in the target country • Classify words, poems, authentic materials, genre • Apply gestures learned to an authentic situation • Apply reading strategies to understand authentic texts	*What students will do:* • Identify elements of a particular literary form • Analyze the lyrics of popular songs to compare both cultures' perspectives • Compare points of view found in two editorials • Analyze a story, poem, and other authentic materials • Analyze a scene in the target culture • Find evidence to support opinion • Compare students' customs with the target culture's • Conduct a survey and analyze the results • Analyze the typical foods of the target country for nutritional value • Identify the best route to a historic site in the target country • Play the role of a tourist who bargains for merchandise in the target country	*What students will do:* • Write an alternative ending to a story • Predict consequences if other historical events would have resulted differently • Write titles for a play, story, or article • Write headlines in newspaper style on current issues in the target country • Predict future events • Write a diary of an imaginary trip • Extend a story • Hypothesize the reaction to different situations based on the cultural beliefs • Compose a poem, skit, role play, advertisement • Create hypothetical real-world situations found in the target culture • Create an infomercial	*What students will do:* • Prioritize solutions to cultural dilemmas • Express and justify opinions on creative products of the culture • Give and support opinions about issues • Evaluate TV shows, movies, cartoons • Write an editorial giving and supporting own opinion • Express the pros and cons of policies • Give and support the decision in a mock trial • Write an ambassador with suggestions for the resolution of a real-world problem • Justify decisions of sites to visit in the target culture • Read an editorial in a target-country newspaper; respond and send response • Evaluate best World Wide Web pages for source of current events in the target country

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

Strategies for Exceptionally Able (Gifted) Students

To ensure success *with exceptionally able students* ...

- allow for choice within assignments and projects.
- use compacting.
- allow students to make independent plans for independent learning.
- provide mentoring or apprenticeship with professionals.
- teach entrepreneurship.
- use theory of multiple intelligences.
- use tiered assignments which are more complex or abstract.
- use Socratic questioning.
- use critical and creative questioning strategies.
- use open-ended questioning strategies.
- use interdisciplinary units.
- allow in-depth enrichment learning.
- allow time with like-intellectual peers.
- use accelerated pace of instruction.
- allow dual enrollment or early admission opportunities.
- remove time and space restrictions to allow for a long-term integrated plan of study.
- provide more difficult or abstract resources.
- allow for concrete or real-life investigations and explorations.
- teach coping skills.
- allow students to suggest modifications in the content of their learning, the process which they use to learn, and the product they produce to show their learning.
- clearly communicate criteria and parameters to avoid students taking unacceptable risks or creative detours.

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

Strategies for Students with Specific Learning Needs
Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas

To ensure success *with speaking* ...

- give sentence starters.
- use graphic organizers to organize ideas and relationships.
- use visuals.
- allow extra response time for processing.
- use cues and prompts to help the student know when to speak.
- use partners.
- phrase questions with choices embedded in them.
- use choral reading or speaking.
- use rhythm or music.
- allow practice opportunities for speaking.
- practice role-playing activities.

To ensure success *with assessment* ...

- use a variety of authentic assessments.
- establish criteria and expectations prior to instruction.
- teach test-taking strategies.
- teach the format of an upcoming test.
- allow adequate time for test taking.
- allow paper-and-pencil tests to be taken in a different space.
- allow a variety of ways to respond (e.g., orally, pictorially, tape recordings).
- give choices.
- assess learning continuously over time, not just at the end of a unit of study.
- use rubrics.
- use self-assessment tools.

To ensure success *when working in groups* ...

- teach group rules and expectations.
- teach skills of independence (e.g., bridging phrases, disagreeing agreeably, voice level).
- teach manageable strategies for moving in and out of groups within the classroom setting.
- post rules and expectations.
- give adequate time but not "fooling around" time.
- be in close proximity to groups as they work.
- teach students to self-monitor group progress.
- assign student roles or responsibilities in the group.
- teach a signal for getting attention of all groups.
- practice and assess students' behaviors in small-group settings.
- use cooperative learning strategies.
- use a wide variety of groupings (e.g., flexible, cluster, skill).

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

Strategies for Students with Specific Learning Needs (continued)
Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas

To ensure success *with reading* ...

- use pre-reading and post-reading activities to pre-teach or reinforce main ideas.
- use before, during, and after reading strategies (e.g., before—preview questions; during—pausing to reflect; after—self-evaluation, summary).
- provide advanced organizers when showing videos.
- use peer tutoring.
- provide audiotaped materials (text or study guides).
- teach self-questioning.
- paraphrase key points and/or have students paraphrase key points.
- summarize key points and/or have students summarize key points.
- label main ideas.
- label 5Ws—Who? What? When? Where? Why?
- allow highlighting of texts, passages, key words, or concepts.
- use visual imagery.
- explain idioms that appear in reading passages.
- allow silent pre-reading.
- allow partner reading.
- use computer programs or games.
- allow students to quietly read aloud (subvocalization).
- use graphic organizers.
- use preparatory set (i.e., talk through what a reading passage is about using new vocabulary and concepts).

To ensure success *with writing* ...

- shorten writing assignments.
- require lists instead of sentences.
- dictate ideas to peers.
- provide note takers.
- allow students to use a tape recorder to dictate writing.
- allow visual representation of ideas.
- provide a fill-in-the-blank form for note taking.
- allow students to use a computer for outlining, wordprocessing, spelling, and grammar check.
- provide a structure for the writing.
- allow collaborative writing.
- provide a model of the writing.
- allow use of different writing utensils and paper.
- use a flow chart for writing ideas before the student writes.
- brainstorm a word bank of possible words that would be needed prior to the writing activity.
- narrow the choice of topics.
- grade on the basis of content; do not penalize for errors in mechanics and grammar.
- allow choices of manuscript, cursive, keyboarding.
- allow different positions of writing paper and/or surfaces.

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

Strategies for Students with Specific Learning Needs (continued)
Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas

To ensure success *with visually-impaired learners* ...

- describe what you are doing.
- provide preferential seating.
- provide material in large or braille print.
- give student an individual copy of visual information presented to the group.
- use black-and-white printed hand outs.
- use audiotaped books.
- use tactual materials to represent concepts—contact a vision consultant to assist with the design.
- be aware of lighting requirements.
- stand away from window glare when talking to the student.
- allow extra time to complete a task.

To ensure success *with hearing-impaired learners* ...

- provide preferential seating.
- use visual cues (overheads, drawings maps, demonstrations, visual samples of new vocabulary).
- face student directly when speaking.
- emphasize key points; don't overload with information.
- repeat or rephrase what other students say—hearing what other students say is often difficult for hearing-impaired students.
- highlight text and study guides.
- provide note-taking assistance during lectures to allow hearing-impaired student to concentrate on the teacher.
- use peer tutoring.
- use study sheets to organize information.
- pre-teach vocabulary.
- use captioned videos, films, etc.
- show videos or visuals before presenting information to provide a knowledge base for students.
- use alternative testing methods.
- minimize background noise.
- simplify vocabulary.
- use preprinted outline of materials.

To ensure success *when working in groups* ...

- use multi-modalities (visual, auditory, tactile) to teach the same concept.
- teach vocabulary in context.
- use cues, prompts.
- use graphic organizers.
- use frequent repetition of key points.
- break down instructional units into smaller steps.
- show relationships among concepts through graphs, outlines, and webbing.
- use color coding to show concepts and relationships.
- use peer tutors.
- highlight important information.
- teach mnemonics as a memory tool.
- teach visual imagery.
- use rhythm, music, and movement.
- use lists.
- use matrix to organize information; allow students to construct some of their own.
- use pictographs

Adapted from the *Nebraska K-12 Foreign Language Frameworks*

Strategies for Students with Specific Learning Needs (continued)
Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas

To ensure success *with understanding new concepts* ...

- pre-teach new concepts.
- identify priority learning from less important material.
- provide adequate time.
- provide meaningful practice, review, repetition.
- use flow charts.
- connect previous learning to new information.
- use multiple means of learning the same material (visual, auditory, tactile).
- have student set personal goals.
- use peer tutors.
- use multiple intelligences information to deliver material in a variety of ways.
- use cooperative learning and small groups.
- provide cues.

Adapted from the *Nebraska K-12 Foriegn Language Frameworks*

To ensure success *with attention deficit learners* ...

- surround students with peers who are good role models. Encourage peer tutoring and cooperative, collaborative learning.
- maintain eye contact with students during verbal instruction.
- make directions clear and concise. Be consistent with daily instructions.
- simplify complex directions. Avoid multiple commands.
- make sure that students comprehend before beginning the task.
- repeat in a calm, positive manner, if needed.
- help students to feel more comfortable seeking assistance. (Most ADD students won't ask for help.)
- assign only one task at a time.
- monitor frequently. Use a supportive attitude.
- modify assignments as needed. Special education personnel can identify specific strengths and weaknesses of students.
- make sure you test knowledge and not attention span.
- give extra time for certain tasks. Students with ADD may work more slowly. Don't penalize for needed extra time.
- require a daily assignment notebook if necessary. Make sure students write down all assignments each day. Parents and teachers may sign the notebook on a daily basis and use this as an additional form of communication with one another.

Adapted from the list compiled by members of CH.A.D.D. (Children with Attention Deficit Disorders) in *Meeting The Special Needs of Students*. Mission Hills, CA: Glencoe/McGraw-Hill 1997, p. 10.

Developing Intercultural Competence

Intercultural competence is a combination of knowledge, skills, and attitudes which enable individuals to communicate and interact across cultural boundaries. In the German Language and Culture curriculum, these include the skills of finding information about German-speaking cultures, interpreting it in order to understand the beliefs, traditions, and cultural values of German-speaking people, relating one's own culture to cultures of German-speaking peoples, and interacting with members of these cultures. In the process of developing these skills, language learners will acquire knowledge of various aspects of these cultures, a heightened awareness of their own, as well as knowledge of the processes of interaction between the two cultures. They will also work towards an attitude of increased openness, curiosity, and willingness to look at the world from the point of view of others.

Culture in this curriculum is broadly defined as the general context and way of life, the behaviours and beliefs of a community of people whose history, geography, institutions, and commonalities are distinct and distinguish them to a greater or lesser degree from all other groups (Leblanc 44). The historical and contemporary elements of the culture from which the content is drawn may include

- historical and contemporary events
- significant individuals
- emblems or markers of national identity such as myths, cultural products, significant sites, and events in the collective memory
- public institutions
- geographical space (regions, landmarks, borders, climate)
- social distinctions
- conventions of behaviour
- beliefs, taboos, perceptions, and perspectives

Choices about which elements to include should reflect the importance of the element within the culture, and the interests and developmental level of the students.

Although cultures exert pressure on their members to conform to a variety of norms, most cultures are not homogeneous. Within each one, there are groups of people who have beliefs, values, and practices that are different from the majority or mainstream culture. These differences may be based on religion, national or ethnic origin, social class, race, or colour. A number of learning outcomes in this curriculum are aimed at making students aware of the diversity within a particular culture in the German-speaking world as well as differences between them and Canadian cultures.

The development of intercultural competence can take place in three contexts: in the classroom, as fieldwork, or as an independent experience. In the **classroom**, activities are planned and structured by the teacher and usually take the form of a rehearsal for interaction in real time. In the classroom, students have the opportunity for discovery and analysis of the culture along with reflection on their learning without the pressure of real time. In other words, they do not have to respond immediately. In **fieldwork**, activities are still planned and structured, but the interaction is now in real time. **Independent experiences** are those carried out by students outside of the structure of the course. This curriculum guide will deal principally with classroom activities, but with some comments on fieldwork.

Resources

Finding resources for students at a beginner level of second language learning is a challenge. Authentic documents, in other words, documents created for native speakers of German and not for language learning, are useful in that they provide students with actual contact with the culture. However, finding authentic documents in which the language is appropriate for beginners can be difficult. Documents that have a high level of visual support (pictures, charts, maps, etc.) and a minimum of text are the easiest to use. Students can be taught interpretation strategies for dealing with so-called "difficult" texts. See the Sample List of Text Forms in Appendix B for ideas on the kinds of documents to look for.

Other kinds of resources are also useful for different kinds of activities. Outdated textbooks with stereotyped representations of the culture, for example, can be used to make students aware of such stereotypes. Resources can also take the form of cultural artifacts (costumes, food, music, everyday objects, crafts, etc.). These materials, which are concrete and appeal to the physical senses, are especially useful for younger students as a bridge to more abstract ideas. The greater the variety of resources, the more the students will become aware that culture is expressed through various forms, not just classical literature and fine arts.

Discovery

Students at the middle level may be very diverse in their level of cognitive and affective development. Some may be ready to handle abstract concepts such as "culture" while others are not. Some may be able to take another's perspective, while others may be very ethnocentric in their attitudes. For this reason, initial experiences should be concrete and should involve as many of the physical senses as possible.

Interpretation

As students begin to use authentic texts, they will need to be taught skills for delving beyond the literal meaning.

Relating

"Whenever we encounter the unknown we attempt to understand it in terms which are part of our familiar world and our understanding of it. […] Comparison therefore needs to be part of the teacher's explicit methods…" (Byram and Zarate). By exposing students to experiences of other modes of behaviour, either in the form of real-life experiences (e.g., food) or through media (e.g., television programs), and then having them compare these experiences with their own modes of behaviour, they will begin to understand that their own way is not the only way, but just one of many ways that are influenced by culture. If students in the class are from a variety of cultural backgrounds, this understanding will be reinforced even more.

Reflection

Personal experience of elements of another culture is not, in itself, enough to counteract the tendency to reject that which is different. It is through a process of reflection and discussion following the experience that students can become aware of the process of socialization, of the natural tendency to stereotype, to reject that which is different and to see it as a threat to one's identity. In early stages of learning, this discussion may take place in English until students have the vocabulary and structures to begin to express their feelings and thoughts in German.

The experience of contact with a new cultures, reflection on that experience, and the varied responses of other students in the class who may be from different cultural backgrounds can take students one step further than just knowledge of that culture. Ideally they will come to understand the concept of culture and the phenomena (e.g., ethnocentrism, empathy, stereotyping, exoticism, discrimination, culture shock) that are characteristic of the relationship with other cultures.

Integration with Other Subjects

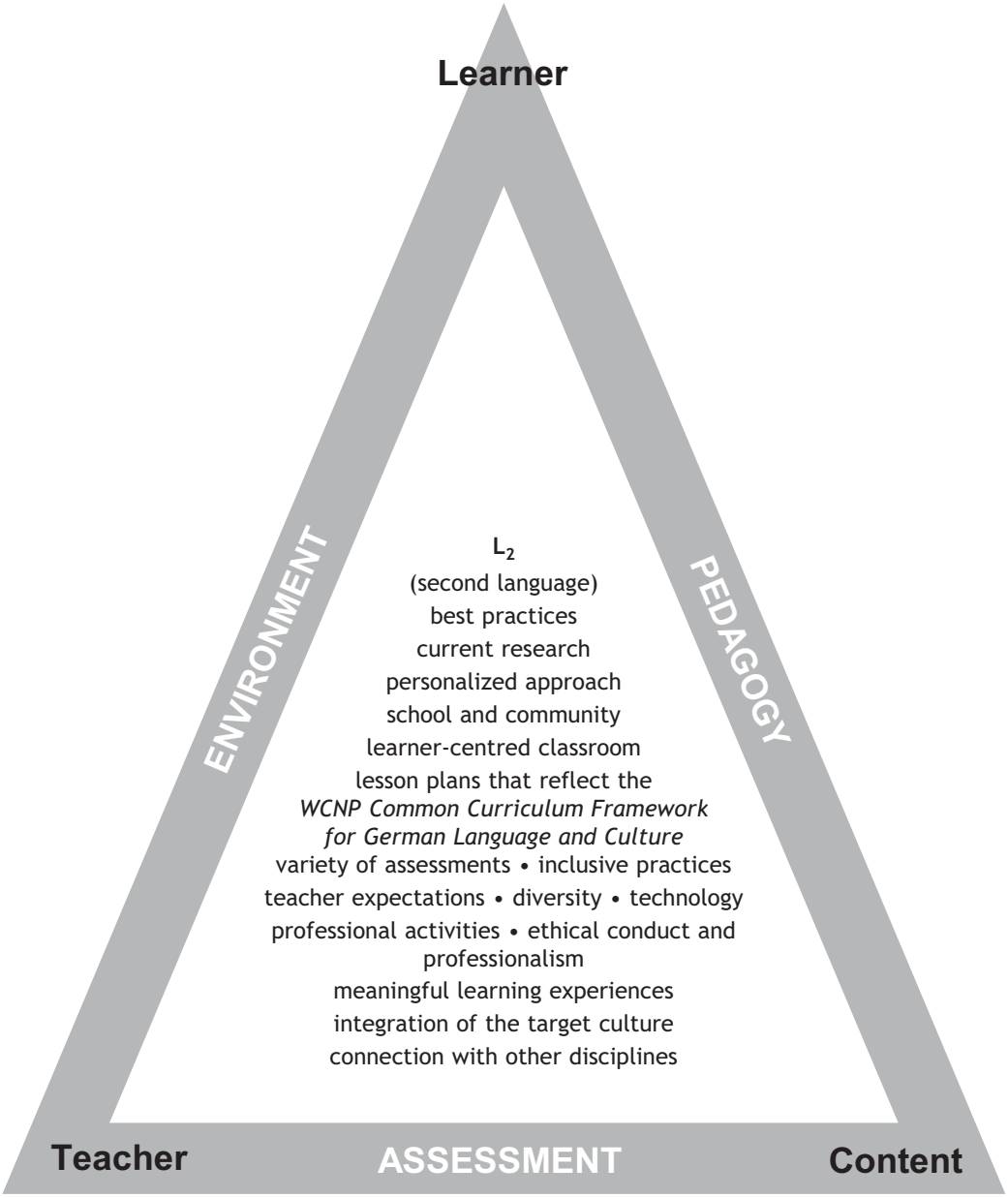
Intercultural competence can be developed in courses other than second language courses. Social studies and language arts are the subject areas where integration is most easily achieved. A process of collaborative planning between the German teacher and the social studies or language arts teachers can be fruitful for both. In addition, students benefit from seeing the links between areas of study, transferring knowledge from one domain to another, and making connections that might otherwise have gone unnoticed.

The collaborative planning can take a variety of forms, from simply keeping each other informed of units of study that might provide opportunities for reinforcement of learning, to actually planning units together.

A Model for German Language and Culture Courses at the Secondary Level

As the preceding discussion demonstrates, there are many factors and aspects of teaching and learning that must be considered in developing an effective instructional program and classroom. We can conceptualize this as being the interplay of six factors: learner, teacher, course content, learning environment, pedagogy, and assessment.

Figure 3 A Model for Effective Teaching and Learning (Secondary Level)



Adapted from *New Jersey World Languages Curriculum Framework*, Winter 1999

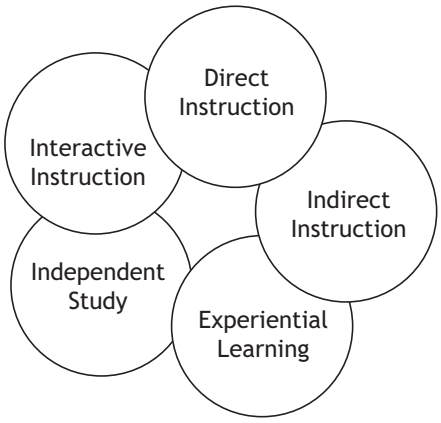
Instructional Strategies

Effective teachers know they are teaching students as well as content. They also know that, in every class, there will be a diversity of students, each of whom will bring to the activity environment different perceptions, prior knowledge, attitudes, and learning styles. It is the teacher's responsibility to make use of a variety of instructional approaches to ensure that all types of students and their various needs are being met.

Decision-making regarding instructional strategies requires teachers to focus on curriculum, the prior experiences and knowledge of students, learner interests, student learning styles, and the developmental levels of the learner. Such decision-making relies on ongoing student assessment that is linked to learning objectives and processes.

The following diagram shows the five instructional strategies that are most effective in developing communicative competence in second language classrooms. They have been grouped according to the categories outlined in *Instructional Approaches: A Framework for Professional Practice* (Saskatchewan Education, available online at <http://www.sasked.gov.sk.ca/docs/policy/approach/index. html>). A more detailed description of some of these strategies follows.

Figure 4 INSTRUCTIONAL STRATEGIES



Direct Instruction

Direct instruction is highly teacher-directed and is historically one of the strategies most commonly used. It is used for providing information or developing step-by-step skills. This strategy works well for introducing other teaching methods or actively involving students in knowledge construction.

Direct instruction is usually deductive; that is, the rule or generalization is presented and then illustrated with examples. While this strategy may be considered easy to use, effective direct instruction is often more complex than it would first appear.

Indirect Instruction

Indirect instruction is mainly student-centered and seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students' interest and curiosity, often encouraging them to generate alternatives or solve problems. It is flexible, in that it frees students to explore diverse possibilities and reduces the fear associated with the possibility of giving incorrect answers. Indirect instruction also fosters creativity and the development of interpersonal skills and abilities.

Interactive Instruction

Interactive instruction relies heavily on discussion and sharing among participants. Discussion and sharing provide learners with opportunities to "react to the ideas, experience, insights, and knowledge of the teacher or of peer learners and to generate alternative ways of thinking and feeling" (Seaman and Fellenz 119). Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments. The interactive instruction strategy allows for a range of groupings and interactive methods.

Experiential Learning

Experiential learning is inductive, learner-centred, and activity-oriented. Personalized reflection about an experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning. The emphasis in experiential learning is on the process of learning, and not on the product. Experiential learning occurs when learners

- participate in an activity and critically look back on the activity to clarify learning and feelings
- draw useful insights from such analysis and put learning to work in new situations

Independent Study

Independent study refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. While independent study may be initiated by student or teacher, the focus here will be on planned independent study by students under the guidance or supervision of a classroom teacher.

In addition, independent study can include learning in partnership with another individual or as part of a small group. Independent study encourages students to take responsibility for planning and pacing their own learning.

After deciding on appropriate instructional strategies, a teacher must make decisions regarding instructional methods. As is the case with strategies, the distinctions between methods are not always clear-cut, although they are categorized for the purpose of this document. The following checklist illustrates how various methods relate to the five broad categories of strategies. It should be noted that the methods appearing in the checklist are examples only, and are not intended to be inclusive of all instructional methods.

Instructional Methods Checklist

Direct Instruction

- ❑ Compare and Contrast
- ❑ Demonstration
- ❑ Didactic Questions
- ❑ Drill and Practice
- ❑ Guides for Listening, Reading, and Viewing
- ❑ Mini-lecture
- ❑ Password/Language Ladders
- ❑ Read and Retell
- ❑ Structural Exercises

Indirect Instruction

- ❑ Author's Chair
- ❑ Case Studies
- ❑ Cloze Procedure
- ❑ Graphic Organizers
- ❑ Discussions
- ❑ Grammatical Problem Solving
- ❑ Reflective Discussions

Interactive Instruction

- ❑ Brainstorming
- ❑ Categorizing
- ❑ Circle of Knowledge
- ❑ Cooperative Learning
- ❑ Cultural Presentations
- ❑ Information Gap
- ❑ Interactive Language Tasks
- ❑ Language Experience
- ❑ Learning Cycle
- ❑ Surveys and Interviews
- ❑ Debate
- ❑ Problem Solving

Experiential Learning

- ❑ Field Trips
- ❑ Focused Imaging
- ❑ Games
- ❑ Role Play

Independent Study

- ❑ Computer-Assisted Instruction
- ❑ Logs and Journals
- ❑ Free Writing
- ❑ Personal Dictionaries
- ❑ Learning Contracts
- ❑ Research Projects

Direct Instruction Methods

Direct instruction methods are highly teacher-centered. They are often used in the following situations:

- daily, weekly, and monthly review
- presenting new material
- conducting guided practice
- providing feedback and correctives

Compare and Contrast

This method involves looking for similarities and differences, for example, between an aspect of a German-speaking culture and the students' own culture.

Students

- observe details and develop criteria
- identify similarities
- search and sort out differences based on criteria
- summarize

The four components of compare and contrast, as listed above, can be used in assessment as criteria in the templates for anecdotal records, checklists, and rating scales.

Demonstration

This method refers to teacher activities and talk that show students how. Demonstrations apply primarily to skills and processes, and are useful for helping students acquire procedural knowledge. Teachers might, for example, take students step by step through the writing process, or demonstrate a particular learning strategy.

Didactic Questions

These are questions that tend to be convergent (they tend to focus on one topic) and factual. They often begin with "*was*," "*wo*," "*wann*," "*wohin*", or "*wie*."

The teacher is able to observe the degree of student acquisition of knowledge of content and process through this activity. A written assignment or an oral presentation or interview (live or taped) may be the ongoing student activity used for assessment. The teacher will record student progress using a rating scale, checklist, or anecdotal records.

Drill and Practice

This method refers to the structured, repetitive review of previously learned concepts to a predetermined level of mastery. It tends to focus on skills. Care should be taken to ensure that these exercises are directly related to the context in which the student will use the language being practised and that they require the student to focus on the meaning as well as on the form. To assess the level of skill, teachers will need to use performance assessments or performance tests. Teachers need to establish criteria indicating what students are to do. The criteria are inserted into the templates for anecdotal records, rating scales, and checklists.

Guides for Listening, Reading, and Viewing

Students' comprehension of a selection is guided and developed by teacher-prepared questions or graphic organizers. As students gain practice and confidence in using this method, the teacher will monitor or confer with small groups or individuals.

Mini-lecture

The mini-lecture is a one-way type of communication. It is an efficient way of providing a small amount of information in a short period of time. The purpose of a mini-lecture is to impart knowledge about an aspect of culture, for example, or a grammatical structure.

Mini-lectures are effective when they are

- 10–15 minutes in duration, and never longer than 20 minutes
- mixed with group discussion and demonstrations
- accomplished with such visual aids as overhead transparencies and posters.

The most appropriate way of assessing understanding is a combination of test items such as essay, short-answer, multiple-choice, and true/false.

Password/Language Ladders

This is a method in which students learn to speak sentences or phrases ("passwords") that are associated with desired activities.

The teacher introduces a series of phrases in German that the students must speak in order to do a desired activity, such as *"Darf ich bitte auf die Toilette?", "Darf ich bitte telefonieren?"* The students learn new passwords of increasing complexity in subsequent classes.

Password/language ladders are effective when they

- engage students' active participation
- give an authentic experience of using German
- develop oral comprehension as a continuum within authentic situations

Read and Retell

This all-purpose method involves students retelling a passage in German as they remember it.

The teacher asks the students to read a passage. Students can be working together as a class, in small groups, in pairs, or working alone with the teacher. Then, the teacher asks the students to retell the passage as they remember it, either orally or in writing using German.

Read and retell is effective when it

- provides practice in a range of literacy skills in the target language including listening, speaking, reading, writing, interacting, comparing, matching, selecting, remembering, comprehending, and organizing the information
- provides an index of growth and development in a wide range of literacy learning
- provides opportunities to use the target language

Structural Exercises

Definition

Structural exercises are exercises that focus the attention of the students on the form or structure of the language. Research has shown that students learn better from these kinds of exercises if there is a direct connection with their own productions. Structural exercises can take a variety of forms depending on the structures and vocabulary that need to be practiced. Some examples are

- adding words or phrases to a short sentence
- taking words or phrases out of a long sentence
- substituting words or phrases for other ones in a sentence
- moving words or phrases around in a sentence
- changing elements of a sentence.

Procedure

The basic procedure is similar for all types of exercises.

1. Begin with sentences taken from texts written by the students. Choose structures that are giving problems to a number of students.
2. Write the sentences on strips of paper and cut them up. When doing this for the first time with students, write on large strips so that the whole class can see what you are doing. Later, when students are able to do these exercises on their own or in small groups, the sentences can be written on smaller strips of paper. Have some blank strips of paper ready for new words.

3. Ask students for suggestions depending on the type of exercise you have chosen (add, take away, substitute, move, change, etc.). Analyze the new sentence that is formed, by asking questions such as, "Does this new sentence make sense?", "How has the meaning changed?", "Do we have to make any other changes so that the sentence is still grammatically correct?"
4. Repeat these steps a number of times as a whole group, then have students do more individually or in small groups.
5. Students should have opportunities to use the same structures and vocabulary in their own speech or writing as soon as possible after doing the exercises.

Tips

The analysis and discussion that follow each change in the sentence is particularly important to make students aware of changes in the meaning. Exercises where students make changes to sentences without having to reflect on the meaning are not effective in teaching and reinforcing structures.

In some cases structural exercises can be based on or can be transformed into songs or cumulative stories (stories in which a part of the story is repeated with a new element added on each time).

Applications

1. Add a word or phrase. Use this exercise to encourage students to expand their vocabulary, to provide more detail and to use more complex sentence structures. An example follows:

   Dies ist meine Tasche.

   Dies ist meine neue Tasche.

   Dies ist meine neue schwarze Tasche.

   Dies ist meine neue schwarze Ledernetasche.

2. Take away a word or phrase. This exercise helps students understand which elements are necessary for the syntax of the sentence. An example follows:

   Meine Familie macht jeden Sommer in den Alpen in der Schweiz Urlaub.

   Meine Familie macht jeden Sommer in den Alpen Urlaub.

   Meine Familie macht jeden Sommer Urlaub.

   Meine Familie macht Urlaub.

3. Substitute one word or phrase for another in the sentence. This form of exercise helps students understand which elements in the sentence perform the same function.

   Ich kenne den alten Mann.

   Ich kenne ihn.

   Ich liebe meine Mutter.

   Ich liebe sie.

   Mein Vater reparierte das Auto.

   Mein Vater reparierte es.

4. Move a word or phrase to another place in the sentence. Moving elements around in the sentence encourages students to use a variety of different sentence structures and to recognize the limits imposed by normal word order. It also sensitizes students to subtle changes in meaning communicated by changes in word order. An example follows:

   Meine Mutter steht jeden Morgen um sechs Uhr auf.

   Jeden Morgen steht meine Mutter um sechs Uhr auf.

   Jeden Morgen um sechs Uhr steht meine Mutter auf.

   Students may find another way of changing the sentence.

5. Change an element of the sentence. Once again, this type of exercise encourages students to vary their sentence structure and to practise different sentence types. Examples follow:

   Ich esse gern Käsekuchen. ➔ *Käsekuchen esse ich nicht gern.*

   Use the same words to present different ways to structure language:

   noun — pronoun

   statement to question

   Sie fährt nach Hannover.

   Fährt sie nach Hannover?

   Nach Hannover fährt sie?

Language Development

Specific exercises can be devised to work on the most common errors that students make. For example, take sentences from the rough drafts of student writings, do appropriate structural exercises, and then have students correct their own productions. The repetition involved in doing the exercises helps to make common structures automatic for second language students.

Indirect Instruction Methods

Indirect instructional methods are student-centered. These methods are very effective when the instructional goals include

- thinking outcomes
- attitudes, values, or interpersonal outcomes
- process as well as product
- personalized understanding and long-term retention of concepts or generalizations
- lifelong learning capability

Author's Chair

During this procedure, students read aloud their written drafts or compositions to others. Listeners provide positive comments and constructive feedback to the "author" to assist future writing efforts. Writing is usually shared with the entire class, but occasionally authors could read to small groups. One particular chair or area of the classroom may be designated for this activity.

Case Studies

Case studies are usually descriptions of real or imaginary situations that are either unresolved or have a controversial theme. They are used for group discussion and for the generation of ideas and solutions. Case studies are a useful strategy for looking at misunderstandings between people of different cultural groups. They can be used as individual assignments or as small group assignments. Discussion of what has been learned is a valuable follow-up to a case study approach.

Cloze Procedure

The Cloze Procedure is an open-ended method in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.

The teacher eliminates a word or phrase from the sentence. Students complete the sentence with a word that "makes sense." The teacher may select random words or a specific part of speech. This can be expanded to the more difficult task of finding a word that makes sense when only the initial letter of the word is provided.

Cloze is effective when it

- provides opportunities for creativity
- develops the use of precise vocabulary
- focuses on the use of precise and correct communication
- increases comprehension skills
- provides opportunities to use German

Procedure

The cloze procedure is most often used with written texts and is particularly effective if done with groups of students rather than individually.

1. Choose a written text (or write a text) appropriate to the students' level. Leave the first sentence untouched, then delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways of deciding which words to delete:
   - delete every seventh word (fewer for beginner level students, more for more advanced students)
   - delete key words related to the topic of the sentence
   - delete words that have a particular grammatical function (such as all the adjectives, or all the pronouns).

   Replace the words with blanks of equal length so that there is no clue as to the length of the words that have been deleted.
2. Ask the students to read the text and try to fill in the missing words. They can use any clues they can find in the text, or any knowledge they have of the topic or the language to try to discover what the missing words might be. The text must make sense when it is complete.
3. Ask the students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, the students can discuss their reasons for each choice and decide which is the best. The sharing of ideas and interpretation strategies is an important aspect of this instructional method.

Tips

If the students have never done this kind of exercise before, do several together with the whole class before having them work independently in small groups. Model the process of looking for clues in the text by "thinking aloud" as you go through the text with the students.

The object of the activity is not necessarily to find the original word. If the students are able to fill the blank with a word that makes sense and fits the sentence grammatically, it does not need to be the word originally in the text.

Make a list of the strategies used to fill in the missing words and post it in the classroom. Add to the list as new strategies are introduced.

Applications

The cloze procedure can be used on the opening paragraphs of a longer text that the students will be reading to help them focus on key words for the reading and to encourage them to use their background knowledge of the topic to improve comprehension.

This procedure can also be used orally to encourage students to predict what is to come. While reading aloud, stop and have students listen carefully to predict the next word or phrase in the sentence.

The cloze procedure can also be employed to assess the students' use of a variety of interpretation strategies and their awareness of particular language patterns and structures.

Language Development

The cloze technique helps students become aware of interpretation strategies they are using and learn new strategies by listening to the explanations of their fellow classmates. It helps them learn to use the context and their prior knowledge to make intelligent guesses about unknown words they may encounter in their reading.

Graphic Organizers

Definition

Graphic organizers are visual representations of texts or groups of related ideas, words or thoughts. They can take a variety of forms, some of which have a specific name, depending on what they are representing and how they will be used. Some examples are frames, mind maps, webs, concept or semantic maps, story maps, Venn diagrams, and flow charts.

The teacher provides a specific format for learning, recalling, and organizing linguistic or cultural concepts learned through German.

Graphic organizers are beneficial when they are used to

- help students visualize abstract concepts
- help learners organize ideas
- provide a visual format for study

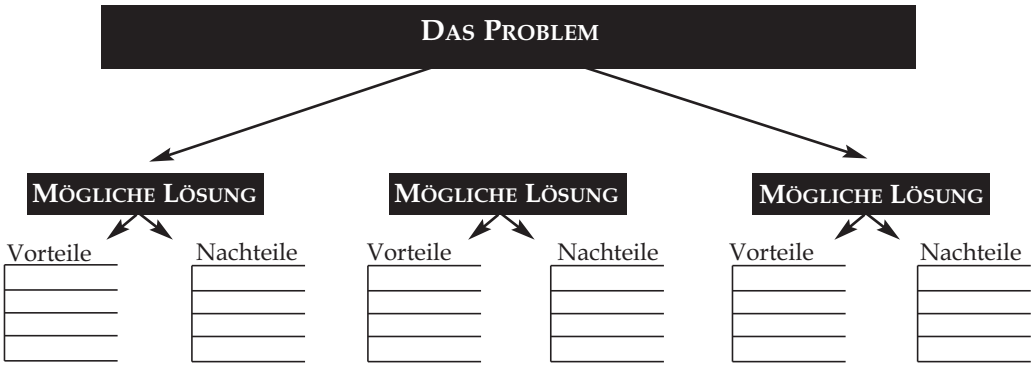
Consequence Diagram/Decision Trees—A graphic organizer method in which students use diagrams or decision trees to illustrate real or possible outcomes of different target cultural actions or situations.

Students visually depict outcomes for a given problem by charting various decisions and their possible consequences.

Consequence diagrams/decision trees are effective tools to

- help in transferring German-language learning to application
- aid in predicting with accuracy
- develop the ability to identify the causes and effects of decisions
- aid in clarifying positive and negative statements

Figure 5 CONSEQUENCE DIAGRAM/DECISION TREES



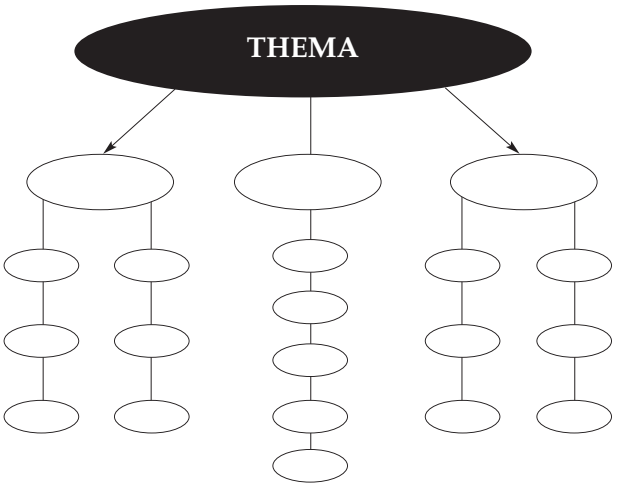
Concept Mapping—A graphic organizer method that shows the relationships among concepts. Usually the concepts are circled and the relationships are shown by connecting lines with short explanations in German or graphical depictions of the objects or concepts.

The teacher selects a main idea. Using German, the teacher and students then identify a set of concepts associated with a main idea. Concepts are ranked in related groups from most general to most specific. Related concepts are connected and the links labeled with words, pictures, or short phrases.

Concept mapping is an effective tool to

- help students visualize how ideas are connected, and understand linguistic relationships and how knowledge is organized
- improve oral communication, comprehension, and problem-solving skills

Figure 6 CONCEPT MAPPING



K-W-L (Know-Want to Know-Learned)—An introductory method that provides a structure for recalling what students know regarding a target language or cultural topic, noting what students want to know, and finally listing what has been learned and is yet to be learned.

Before engaging in an activity, reading a chapter, listening to a lecture, or watching a film or presentation, the teacher lists on the board under the heading **What We Know** all the information students know or think they know about a topic. Then, the teacher lists all the information the students want to know about a topic under **What We Want to Know.**

While engaging in the planned activity, the students research and read about the topic, keeping in mind the information they had listed under **What We Want to Know.**

After completing the activity, the students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know. The teacher lists what the students learned under **What We Learned.**

K-W-L strategies are effective tools to

- build on prior knowledge
- develop predicting skills
- provide a structure for learning
- develop research skills
- develop communication skills in cooperative groups
- strengthen teamwork skills
- provide opportunities to use German reading, writing, listening, speaking, and viewing

W	**W**	**L**
Was ich	*was ich*	*was ich*
*ge**w**usst*	***w**issen*	*ge**l**ernt*
habe	*will*	*habe*

Learning Log—A method to develop structured writing in German. An excellent follow-up to K-W-L (W-W-L).

During different stages of the language learning process, students respond in written form under three columns:

What I Think/Was ich denke

What I Learned/Was ich gelernt habe

How My Thinking Has Changed/Was ich jetzt denke

Learning logs are effective tools to

- bridge the gap between prior knowledge and new content
- provide a structure for translating target language concepts into written form.

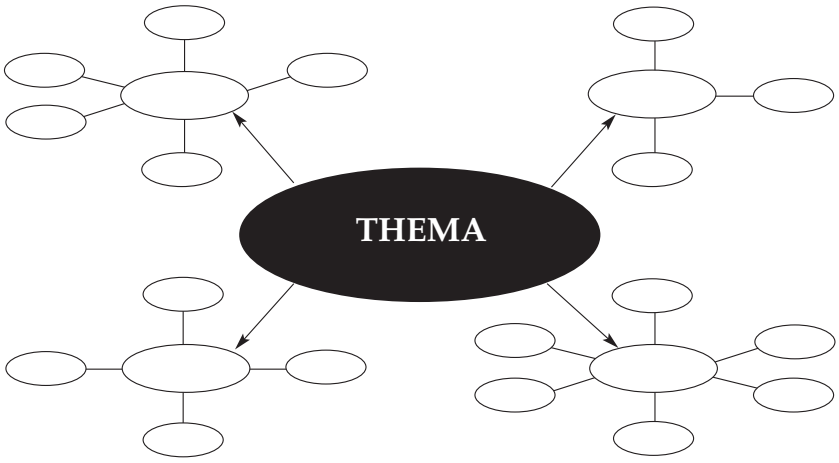
Webbing—A graphic organizer method that provides a visual picture of how target language words or phrases connect to a content-based or cultural topic.

The teacher lists a topic and builds a web-like structure of target language words or phrases that students call out as being connected to a topic. Students can also use this method individually in planning, writing, or in studying for a test.

Webbing is an effective tool to

- provide opportunities for the visual learner to "recall" the connections for later use
- help students use and share their prior linguistic knowledge
- help students identify patterns of information

Figure 7 WEBBING



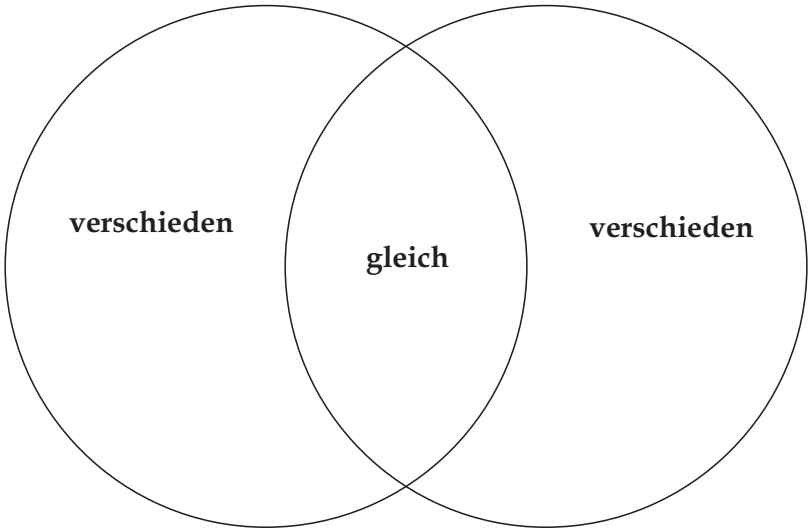
Venn Diagram—A graphic organizer method, derived from mathematics, for creating a visual analysis of information representing the similarities and differences among, for example, German language concepts or German culture objects, events, animals, and people.

Using two overlapping circles, students list unique characteristics of two items or concepts (one in the left part of circle and one in the right); in the middle they list shared characteristics. More than two circles can be used for a more complex process.

Venn Diagrams are effective tools to

- help students organize ideas, and German language and culture concepts
- help students develop a plan for writing
- allow students to focus on the similarities and differences within and among languages and cultures
- develop the ability to draw conclusions and synthesize
- stimulate higher cognitive thinking skills

Figure 8 VENN DIAGRAM



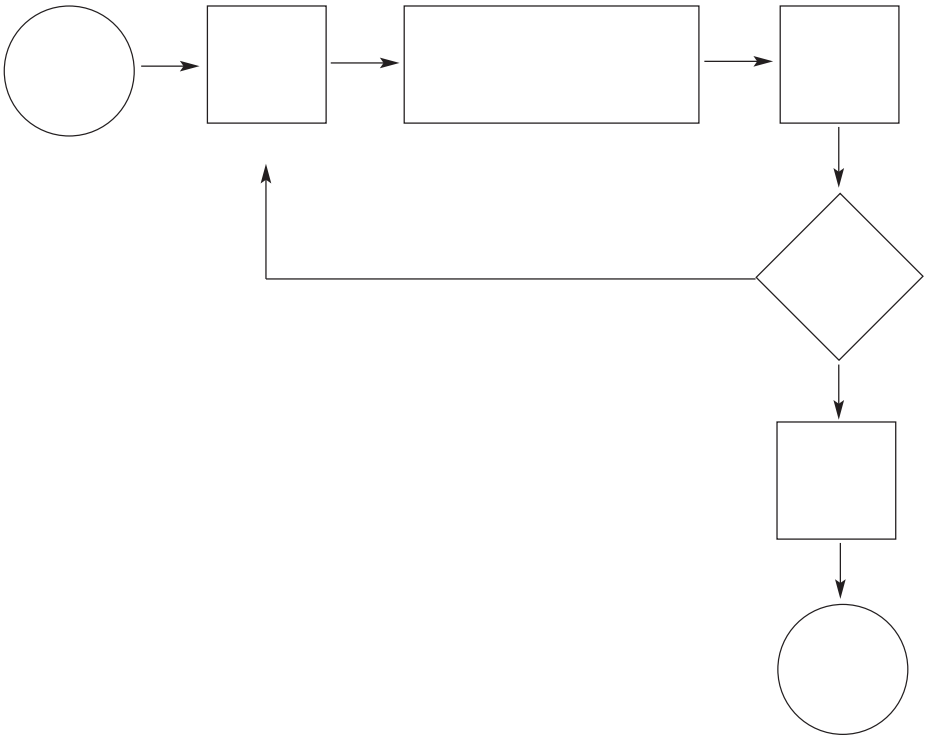
Flowchart—A graphic organizer method used to depict a sequence of events, actions, roles, or decisions.

Students structure a sequential flow of events, actions, roles, or decisions graphically on paper.

Flowcharts are effective tools to

- foster logical and sequential thinking
- focus on cultural connections
- develop the ability to identify details and specific points
- develop organizational skills
- aid in planning
- provide an outline for writing in the target language

Figure 9 FLOWCHART



*T-Chart**

Purpose: To clarify central concepts or ideas; to collect specific examples for an idea or behavior.

Thinking Skills: Specifying, categorizing

How to use: In the **Looks Like** column, list all the behaviors or observable characteristics related to a topic; in the **Sounds Like** column, list all the sounds or audible characteristics, including possible verbal messages.

*As described and illustrated in Bellanca

Figure 10 T - CHART

T-Tabellen

Prüfer—prüft Verständnis und Zustimmung

Es sieht so aus, als ob …	Es hört sich an wie:
• er den Sprecher ansieht. • er interessiert ist. • er angemessene Körpersprache benutzt.	• Verstehst du? • Könntest du das bitte erklären? • Wie bist du zu dieser Antwort gekommen? • Bitte zeige uns wie.

Beitragender—lässt andere an seinen Ideen teilhaben

Es sieht so aus, als ob …	Es hört sich an wie:
• er interessiert ist. • er angemessene Körpersprache benutzt. • er wartet, bis er an der Reihe ist. • er bedeutungsvolle Interaktion unterstützt.	• Eine Idee ist . . . • Warum tun wir nicht . . .? • Was schlägst du vor? • Was wäre, wenn wir versuchten . . .

Zusammenfasser—formuliert neu, damit alle verstehen

Es sieht so aus, als ob …	Es hört sich an wie:
• er andere ansieht • er heiter aussieht • er mit anderen zusammen-arbeitet	• Können wir überprüfen, was wir gesagt haben? • Unsere Schlüsselideen sind . . . • Bis jetzt haben wir . . . • Haben wir die Ideen aller mit eingeschlossen?

T-CHARTS—BLM 58

Procedure

When introducing graphic organizers for the first time, model their use in a simple situation, going step by step through the process, explaining what you are doing at each step and why. Use the same graphic organizer on several occasions, getting more and more student input each time. As students gain more understanding and skill, they can be given more opportunity for discussion about how different elements should be represented and what they should be linked to. Once students are accustomed to using a particular type of graphic organizer, they can begin to use it independently in small groups. The form of familiar graphic organizers can be posted in the classroom as a resource for students as they work.

Second language learners may need some preparation before working on a graphic organizer to build their vocabulary on the topic. They might watch a short film, read a text (or listen to someone else read), or brainstorm ideas and categorize them. Throughout the preparatory activity and the development of the graphic organizer, the teacher can supply any vocabulary that the students are lacking.

Tips

For beginners or younger students, pictures can be used instead of, or in addition to, words.

Use different colours and shapes to add more meaning to the graphic organizer. For example, use wool or string of different colours to show links between words or ideas.

Prepare labels of the words associated with a theme or topic and have students organize them, showing the connections they think are important. When they are happy with their arrangement, they can glue the labels on a large sheet of paper or attach them to a bulletin board with tacks or staples.

Applications

People construct knowledge based on what they already know. Graphic organizers are used to organize and represent knowledge, and help the learner construct new meanings in a subject. The goal of this method is not to find the "right answer" or the "correct" graphic organizer. It is to improve understanding of texts or to explore how ideas or words relate to each other.

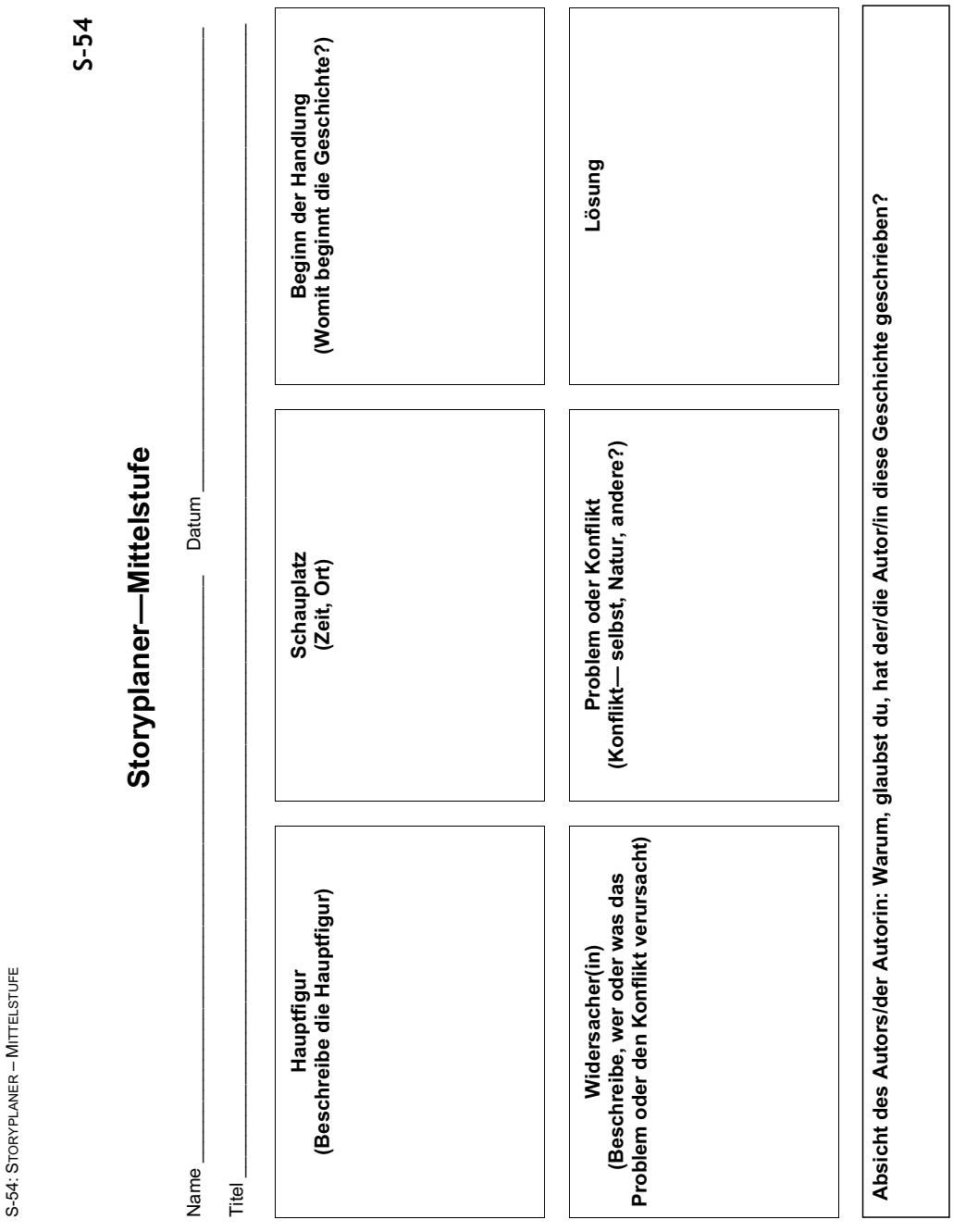
Understanding can be expanded by discussing different visual representations and seeing how others' interpretation is different from one's own.

The following is a partial **concept map** based on the water cycle, which could be used to summarize vocabulary introduced in a unit on the topic of the environment or to prepare for a listening activity about water use.

Figure 11 PARTIAL CONCEPT MAP

The following graphic organizer is a story map that shows the principal elements that are present in most fiction. Story maps can be used to help students understand the structure of a story, to see common patterns from one story to another, to assess their understanding of a specific story, to make predictions before beginning to read or listen to a story, or as a planning tool when preparing to write a story.

Figure 12 STORY MAP

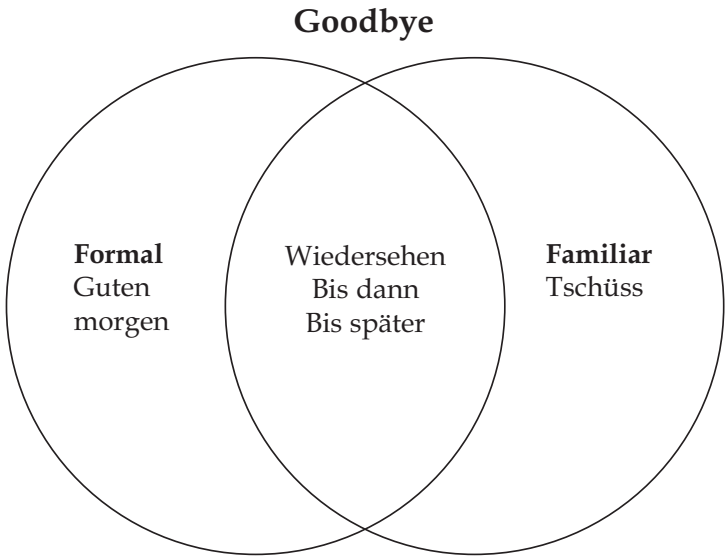


Different kinds of graphic organizers can be used to represent expository texts. The most common structures for these kinds of texts are

- description
- enumeration or listing
- comparison and contrast
- cause and effect
- problem and solution

At the same time as students are made aware of how these different kinds of texts are organized, they can learn the key words and phrases used to structure the texts. A **Venn diagram** is an example of a graphic organizer for comparison and contrast. Differences are recorded in the outer parts of the circles, similarities in the area where they overlap.

Figure 13 VENN DIAGRAM



Language Development

Graphic organizers are used for a wide variety of purposes in the second language classroom. They can help students

- organize information they have heard, viewed, or read
- remember vocabulary by making connections with words or phrases they already know
- plan an oral or a written text
- better understand the way texts of different types are structured and organized

- prepare for a listening, reading, or viewing activity by anticipating what they might hear or see
- learn new concepts by relating them to what they already know
- represent what they know about a topic.

Discussions

A discussion is an oral exploration of a topic, object, concept, or experience. All learners need frequent opportunities to generate and share their questions and ideas in small and whole class settings. Teachers who encourage and accept students' questions and comments without judgement and clarify understandings by paraphrasing difficult terms motivate students' interest in using the German language and the exchange of ideas.

The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, read or recorded stories, or illustrations. As students question and recreate information and events in a film or story, they clarify their thoughts and feelings. The questions posed should encourage students to relate text content to life experiences and to other text. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

Grammatical Problem Solving

Definition

A method often used to teach grammar is to present students with a rule, provide them with examples, and then have them do exercises to determine if they understand the rule and to help them learn through repetitive drill. Grammatical problem solving involves having students use deductive reasoning to discover rules and understand grammatical concepts on their own. Instead of working from the rule to the examples, students work from the examples to the rule.

Procedure

1. Provide students with a number of examples that illustrate a particular grammar rule that you want them to learn. Ask them to look at the examples and try to determine what the rule might be. It is useful for students to work in pairs or small groups, and discuss their reasoning.
2. If their first attempt at deducing the rule is not successful, provide more examples that are designed to lead them in the right direction. It is also helpful to provide contrasting examples to guide the thinking of students. Continue in this way until they have discovered what the rule is.
3. Once students have figured out the rule, ask them to provide their own examples to check for understanding.

Tips

It is not important that students use the proper grammatical terminology as long as they are able to explain what they mean. Often if students formulate the rule in their own words, they will be able to remember it better.

Start with a fairly simple rule if students are not used to this method. It may take some practice for them to be able to formulate rules of their own.

Applications

This method can be used to teach almost any language rule. Here are some examples:

1. Pronunciation (with umlaut versus without umlaut)

   fährt *fahrt*

2. Grammar (word order: time, manner, place)

   Nach der Schule, fahre ich mit meinem Fahrrad schnell nach Hause.

3. Spelling (capitalization for all nouns)

   Ich habe eine schwarze Katze.

4. Verb Tenses (verb endings for first- and third-person plural)

   wir gehen *sie gehen*
   wir diskutieren *sie diskutieren*
   wir schwimmen *sie schwimmen*

Language Development

Having students discover or deduce the rule themselves usually leads to a better understanding of the grammatical rule or concept. It also develops their ability to learn language independently. Being able to deduce rules from multiple examples is an effective language learning strategy.

Reflective Discussions

Reflective discussions encourage students to think and talk about what they have observed, heard, or read.

Reflective Thinking—A method in which students reflect on what was learned after a lesson is finished, either orally or in written form.

Two possible approaches to reflective thinking are (1) students can write in a journal in their own words: the concept learned, comments on the learning process, questions, and interest in further exploration; (2) students can answer an oral questionnaire addressing such questions as "Why did you study this? Can you relate it to real life?"

Reflective thinking strategy is an effective tool to

- help students assimilate what they have learned
- help students connect concepts to make ideas more meaningful
- foster additional opportunities to use the target language in a meaningful setting

Interactive Instruction Methods

Interactive instruction methods employ groups of learners. Before the group members get to work, it is important for them to be aware of what they are to accomplish, how much time they have, and what the recording or reporting procedures are.

Brainstorming

Brainstorming is a strategy for eliciting ideas from a group and communicating them in German in oral or written form.

Students contribute ideas related to a topic. All contributions are accepted without initial comment. After the list of ideas is finalized, students categorize, prioritize, and defend selections.

Brainstorming is an effective tool to

- reveal background information and knowledge of a topic
- disclose misconceptions
- help students relate existing knowledge to content
- strengthen German communication skills
- stimulate creative thinking

Brainstorming is a technique for producing the greatest possible number of ideas around a question or a topic. Originally developed to stimulate creativity, this technique is now commonly used in classrooms to encourage students to explore what they know or want to know about a topic.

Brainstorming is most effective when

- all statements are accepted
- quantity rather than quality is emphasized
- no criticism is given, anything goes (no matter how outrageous or far-fetched)
- no discussion or judgments except for clarification purposes
- people can build on other ideas
- a fixed time is allocated
- once ideas have been generated, they can be combined or ordered

Teachers may decide to assess brainstorming when it is used in the context of cooperative learning groups. Anecdotal records may be the preferred method of recording data.

Brainstorming is particularly useful in the following situations:

- to explore possible solutions to a problem
- to get ideas for a writing project
- to explore what students know about a topic
- to explore questions or topics for further research

This technique may not seem well suited to the second language classroom at first, since students will sometimes have difficulty expressing their ideas in the second language. It is, however, very useful for developing vocabulary and structures at the beginning of a unit. Here are a few ideas to make it more successful in second language classrooms:

- Before using brainstorming on a topic that is unfamiliar to students, have them read a text, view a film, or do an activity that will introduce them to some of the vocabulary and expressions they will need.
- Encourage students to use gestures, illustrations, and paraphrasing if they cannot think of the exact word they need.
- If students use English to express their idea, give them the equivalent word or expression in the second language and write it down with the other ideas, adding a drawing or brief explanation so that they can remember what it means.
- If you can't think of the word, do not be afraid to admit it and use a dictionary to find the correct term or spelling.

Categorizing

Categorizing involves grouping objects or ideas according to criteria that describe common features or the relationships among all members of that group.

This procedure enables students to see patterns and connections; it develops students' abilities to manage or organize information. Categorizing is often used to organize the information produced during a brainstorming activity.

Assessment might include monitoring students' ability to understand relationships among items, categorize items using more than one criteria or category, and categorize items independently.

Circle of Knowledge

This method involves each student in thinking and discussing a topic with peers before sharing ideas with a large group. Students take turns going around the circle. The circle of knowledge method is used in the same manner as reflective discussion.

Cooperative Learning

Cooperative learning is a method in which students work together in small groups to achieve a common goal, while communicating in German. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.

After organizing students into groups, the teacher thoroughly explains a task to be accomplished within a time frame. The teacher facilitates the selection of individual roles within the group and monitors the groups, intervening only when necessary, to support students working together successfully and accomplishing the task.

Cooperative learning is an effective tool to

- foster interdependence and pursuit of mutual goals and rewards
- develop leadership skills
- increase the opportunities to use German in authentic, communicative situations
- increase participation of shyer students
- produce higher levels of student achievement, thus increasing self-esteem
- foster respect for diverse abilities and perspectives

Cooperative learning embraces a number of interactive instruction methods that involve students working in small groups to complete a task or project. The task is structured in such a way that involvement of each group member contributes to completion of the task. Success is based on the performance of the group rather than on the performance of individual group members.

Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners. Cooperative learning activities are carefully structured to include five basic elements:

Positive Interdependence: Each member of the group is concerned about the performance of other group members as well as their own. All individuals must succeed for the group to succeed.

Individual Accountability: Each member of the group is responsible for the work of the group.

Face-to-face Interaction: Students work in environments that facilitate communication and cooperation.

Social Skills: Students are directly taught the human interaction skills that enable groups to function effectively.

Group Processing: Group members have opportunities to receive feedback on how their group has been functioning and make plans to improve.

Cooperative learning activities can be structured in many ways (see applications below), but these five elements should be present in some form or other.

Procedure

1. **Positive interdependence** can be structured into group activities in a number of ways:
   - Students have a common goal (e.g., every member must contribute to making a single product or all members of the group must improve their score on a quiz).
   - Students receive the same reward for completing the task (e.g., their group project is displayed in the school or each group member receives bonus points to add to their individual score).
   - Students share one set of materials or information (e.g., the group gets one large sheet of paper, one set of coloured pencils, one ruler, and one eraser to produce a map).
   - Each member of the group is assigned a complementary and interconnected role (e.g., in a group of two, one person cuts and the other glues; or in a group of four, students share the roles of reader, writer, timekeeper, and noise monitor). Direct teaching of different roles within the group may be necessary. Rotate the roles so that all students have the opportunity to develop their skills in different roles.
   - Each member of the group is responsible for carrying out one step of an overall task that needs to be done in step-by-step order (e.g., when preparing a dish, one group member is responsible for gathering ingredients, another for measuring, another for mixing; or when producing the final copy of a letter, one student checks the spelling, another checks the grammar, another checks the page layout, and another checks for capitalization and punctuation).
   - Students work together against an outside force or constraint (e.g., team members try to beat their previous team score on a quiz or they try to find the most words related to food in a set period of time).
   - Members of the group choose a group name, motto, logo, flag, song, or chant to help establish a feeling of identification with the group.
2. **Individual accountability** is created when any member of the group may be called upon to present the work of the group, defend a decision taken by the group, or answer questions about the project the group has been working on.
3. **Face-to-face interaction** is facilitated when the conditions of work allow the students to work together easily. They can, for example, be grouped around a small table if they need a work surface, or on chairs in a circle if they are just talking. Sometimes pulling desks together means that students are too far apart to talk in soft voices and still be heard by each other.

4. **Learning social skills** is essential if cooperative learning activities are to work well. There are basically two kinds of cooperative skills, those which students use to complete the task (e.g., asking questions, listening actively, staying on task), and those they use to build and maintain the working relationship of the group (e.g., disagreeing in an agreeable way, encouraging others, keeping things calm). Students need to be taught specific skills before they begin their group activity:
   - Decide which skills to work on. Concentrate on one or two at a time, depending on the age of the students and their previous experience in cooperative groups.
   - Help students understand why they are learning the skill, what the skill is (by modelling it, for example), how they can practise it, how well they use the skill, and how they can improve.
   - Students learning a second language, in particular, need to be taught specific vocabulary and structures for working in groups. For this reason, some of the specific learning outcomes deal with language functions involved in managing group actions.
   - Students need a variety of opportunities to practise the skill. This encourages them to transfer the skill to new situations.
   - In addition to providing feedback yourself, ensure that students evaluate their use of the skill both individually and as a group.
   - Assessment of the social skill should be part of the overall assessment of the activity.
   - Monitoring the groups as they work will show which cooperative skills are lacking and might become the focus in future lessons.
5. Group processing usually takes place at the end of the activity. Students discuss how well their group is functioning and how they may improve the group's effectiveness. This self-assessment may be done individually (e.g., "How did I contribute to the effectiveness of the group?") as well as in the group, and then shared with the rest of the class. Alternatively, one of the roles assigned in the group can be to monitor the use of a specific skill and report back to the group.
6. The kinds of roles assigned to group members depend on the task they are doing and on the skills they have already developed. Individual role cards, outlining the specific behaviours of each role, may be prepared as references for students while working in groups. Some examples of general roles are facilitator, recorder, encourager, observer, and summarizer. Some examples of roles that might be needed for specific tasks are materials handler, timekeeper, reader, and summarizer.

Tips

If students have little experience working in cooperative groups, start small with groups of two or three students. As they gain more experience and skill, they will be able to handle larger groups. The size of the group will also depend on the nature of the task.

When introducing cooperative learning, begin with a clear, concise task, simple roles, and basic social skills like talking with quiet voices.

It is usually better to group students with different levels of ability, different aptitudes, or different backgrounds. Each student's strong points will be different and each will be able to make a contribution to the group as well as learn from the others.

Students can stay in the same group for varying amounts of time, sometimes for only a few minutes, sometimes for a whole unit if they are working together on a particular task.

The teacher's role while groups are working is to observe student progress, record observations to provide feedback, and to intervene if necessary. When intervening, try to find ways to turn the problem back to the group members for a solution.

Students need time, practice, and explicit instruction to become good at working together cooperatively. Don't expect students to develop interpersonal skills automatically.

Applications

1. **Informal Groups**

   Informal groups are usually small (two or three students) and short-term (a single activity or class). Groups can be formed very quickly by asking students to turn to their neighbour and do something together for a few minutes. Some examples of what students can do in informal groups are

   - guided exercises such as practising dialogues and cloze activities
   - brainstorm or come up with lists of words, ideas, and so on
   - express a personal opinion on a film, a song, a current event
   - give a brief report on strategies they have been trying, Internet sites they have visited, and so on

2. **Home Groups**

   Home groups are often small as well, but are usually maintained for a long period of time, often throughout the whole course. It is important that members of a home group feel at ease with each other since they will be working together over an extended period of time. Students can be asked to name three or four other students they would like to work with and these suggestions can be used to constitute the home groups.

   A home group provides on-going support, both socially and academically, for every member of the group. Learning a second language can be stressful for some students, but they will learn better if they are relaxed and confident.

Home groups can provide support to students in a number of ways:

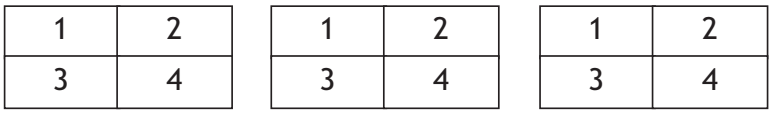
- checking homework
- correcting notes
- studying for exams
- discussing strategies
- exchanging information about opportunities for using the language outside the classroom
- discussing problems

3. **Jigsaw**

The jigsaw method is a way of organizing cooperative learning groups to share the workload on larger projects. It involves several steps and two different kinds of groups.

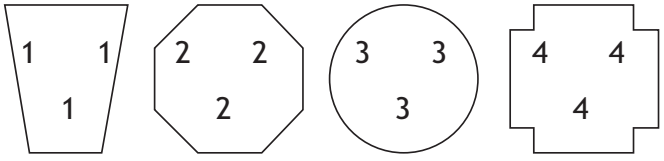
- The students start in their home group or base group. The teacher explains how the project will be organized, outlines what the students' responsibilities are, teaches the social skills that will be worked on throughout the project, discusses assessment, and so on. Within the home groups, each student accepts to work on a particular aspect of the project, to become the "expert" on that part of the project for their group.

Figure 14 JIGSAW SAMPLE 1



- Students from each home group who will be the "expert" for their group on the same topic come together to form expert groups. In their expert groups, they work on the particular aspect of the project they are responsible for, and decide how they will present this or teach it to the other members of their home group.

Figure 15 JIGSAW SAMPLE 2



- Once students have finished the work in their expert groups, they return to their home groups, where they use what they have learned in their project, teach it to the others in the group, and remain the "expert" for their group on this particular topic.

Figure 14 JIGSAW SAMPLE 3

1	2		1	2		1	2		
3	4		3	4		3	4		

- The jigsaw technique is particularly useful for some of the tasks that students will be doing in a task-based language learning class.

Language Development

The language needed to work effectively in small groups can become an important component of a second language class, provided the time is taken to explicitly teach the vocabulary and structures necessary. Almost all of the functions set out in the Applications component of the curriculum guide will be necessary at some time or other in cooperative group activities.

It is important to make clear to students that communicating in German is an expectation of their work in cooperative groups. Making it part of the assessment, assigning a language monitor as one of the roles, and teaching ways of helping each other are different ways of doing this.

Cultural Presentations

A cultural presentation is an exhibit that is focused on aspects of the target culture.

Students work in groups to create exhibits that represent a particular aspect of the target culture.

A cultural presentation is an effective tool to

- develop critical thinking skills
- develop the ability to select important high points
- encourage creativity and individuality
- deepen specific knowledge of the target culture

Ideas for German Cultural Participation and Research Projects

If you like to draw, paint, build, cut, paste, or if you like the visual arts, consider the following:

- Make a map of a German-speaking country or region. It should focus on a special topic such as agricultural products, manufactured items, costumes, geography, etc.
- Make a poster about a famous German-speaking person (artist, scientist, political/historical person, athlete). Include a short biography and describe highlights of his/her career, when he/she lived, why important, etc.
- Imitate a famous Germanic artist's painting or style in a painting of your own creation. Include a paragraph about the artist, which highlights his or her style of art and time period (Lenbach, Franz Hals, Dürer, Klimt, Kandinsky, Klee).
- Make your own reproduction of a painting by a famous Germanic artist. Include a paragraph about the artist, which highlights his or her style of art and time period (Lenbach, Franz Hals, Dürer, Klimt, Kandinsky, Klee).
- On a map of North America, find concentrations of cities or natural features with German names. Make a map, research the German history of the area and include translations of names.
- Visit an online art museum (see web resources in the Appendices), and document Germanic artists on display, giving titles of works, and writing your reactions to them.
- Draw a comic strip to tell about an important historical event, famous person, or cultural practice.
- Visit a local or online gallery or exhibit featuring Germanic artists, and document the art you saw there. Ideas for how to document the art include your own sketch of a piece of art which you like, videos, or photos (if you get permission from the exhibit managers before going there), a critique of what was good, bad, or interesting about the art you viewed, etc. (Check the entertainment sections of local newspapers and magazines to see what exhibits are available.)

If you like to cook or eat, consider the following:

- Go to a German (or Swiss, Austrian, etc.) restaurant or café and order in German. (Make sure someone speaks German. Call to ask before you go.) Get a signature on the menu or a business card. Document with video or photographs. Sample German food you've never tasted before.
- Research what a typical dinner would be in a German-speaking country. Make at least three courses for your family and/or friends. Document with copies of the recipes, and you ***must have*** photos or video.
- Cook a typical ***main dish*** of a German-speaking area and bring samples to class. ***Remember to bring utensils, napkins, etc.*** (You'll bring this on a pre-arranged day and present it to the class.) You will need to sign up with the instructor prior to your presentation day.

- Interview a German speaker about dining practices such as how to hold utensils while eating, where to place hands while eating, what it's okay to eat with fingers, etc. Demonstrate to class.

If you can sew or use your hands well, consider the following:

- Sew a regional or historic German costume. Document when and where the costume is from and who would wear this type of clothing. Model the costume for the class if it's full size. Bring the doll if you dress a doll.
- Build (using kits if you like) models of a famous building or monument of a German-speaking country. Include a brief report about the monument or building. What is it called? When was it built? What was its purpose? Who had it built? What is it used for today if it has changed from its original purpose?

If you like to read or write, consider the following:

- Read a German magazine or newspaper article. Summarize the main points you learned in an outline or a graphic organizer. (See your teacher for magazines you can use. You can also find newspapers and magazines online.)
- Read a German novel in translation.
- Read a German children's book. Write a short plot summary in English and a list of new words learned.
- Read up on some aspect of German culture (e.g., family, table manners, manners when visiting someone else, participating in sports, etc.), and then write a letter to a friend as though you were living in a particular German-speaking culture and describing to your friend what life was like for you living there. There are great books available to use as resources. See your teacher for ideas.
- Read up on an aspect of a German-speaking country's history and write a series of journal entries as though they were written by a person who had lived through them.
- Visit tourism websites of German-speaking countries. Write emails to hotels, theatres, museums, and tour companies to make reservations. Copy your teacher on your emails.
- Using tourist resources such as guidebooks, travel agencies, and the Internet, plan your ideal vacation in German-speaking parts of the world. Where would you go? What would you see? What kind of money would you pay in? What would there be to eat in the places you visit? What recreational activities? You may present this information as a travel journal pretending you've already completed the trip, as a travel agent's suggested itinerary for a customer, as though you're a travel writer telling people what to do, etc.
- After researching him or her, "become" a world leader of a German-speaking country and tell the class who you are, why you're important, what you have accomplished, etc.

- Visit the German section of an international bookstore. Describe what types of publications are available.
- Read up on an important event in the history of a German-speaking country, and then write a news article as it might have appeared in the press at the time of the event. (This could be a scientific discovery, a battle, an invention, the defeat of the Third Reich or the fall of the Berlin Wall, etc. Let your own interests be your guide.)
- Collect and read news articles about a German-speaking country in which you are interested, and then write an article yourself using the collected articles as resources.

If you like television, movies, or performing arts, consider the following:

- "Become" a famous German speaker for the class. Wear an appropriate costume and introduce yourself to the class as that character. Explain what you did that caused you to become famous and when you did it, etc.
- Watch a German movie with subtitles, summarize the plot, keep a list of words you figured out from the movie, and note the things you learned about German culture from watching the movie.
- Memorize and perform a German poem (or make a video of yourself performing the poem).
- Go see a German play, musical, or theatrical production, or rent a German video. Summarize the plot, tell who the playwright or composer was, when (s)he wrote, etc.
- Learn to play or sing a German song. Perform it, teach it to the class, or videotape it.
- Learn and teach a Germanic dance to the class.
- Make a video to teach an aspect of the culture of a German-speaking country or an aspect of German grammar or vocabulary, or to reenact a scene from literature or history.
- Learn about various German gestures and body language and make a video of yourself using those gestures with appropriate comments in appropriate situations or present them live to the class.
- Perform a scene from a German play for the class in German or English. Identify the playwright and time period.
- Research an important event in the history of a German-speaking country, and then write a skit based on that event. (This could be a scientific discovery, a battle, an invention, the fall of the Berlin Wall, etc. Let your own interests be your guide.)
- Attend a concert or performance featuring German music or dancing.
- Visit a music store that carries a large selection of German music. Listen to the songs. Read about the songs. Report on what you learned, what you liked, etc.
- Listen to a polka band and talk to the band members. List the songs they played. Find out the names of their instruments in German. Get an autograph from them.

- View and/or listen to Deutsche Welle and German videos, record or videotape songs in German for the class (from Youtube), and complete a viewing log for the viewing.
- Watch two hours of German programming on local TV and fill out forms (viewing logs) for what you watched.
- Watch the news five times in German and summarize the headlines on a viewing log.

If you like sports, consider the following:

- Learn the German vocabulary for a sport commonly played in a German-speaking region or country. Present your knowledge in a poster that includes illustrations and German terms for key vocabulary, or teach the class the basics of the game in German.
- Make a video for a sport with a narration in German. (You may use a game from television and create your own narration for a five-minute period of the game.)
- Watch an hour of sports such as *Fußball* (soccer) German-speaking TV, and complete a viewing log.
- Learn the German vocabulary for a sport commonly played in German-speaking countries. Teach the class the key vocabulary you learned.

Other possibilities include the following:

- Interview a native speaker about his or her country, using video or audiocassette.
- Make up a game for the class which requires the use of German and knowledge of a German-speaking country's culture for the game to be played. (Schedule a time with the teacher for it to be played in class.)
- Visit Germanic stores in Manitoba and summarize your activities, what you saw, what German you got to speak, etc.

If you like computers, consider the following:

- Exchange five letters or emails with a native speaker of German, and hand in copies of correspondence.
- Check out the weather on the Internet in several German-speaking cities around the world. Show the locations of those cities on a map, and show what the weather was, using appropriate meteorological symbols and a map legend in German.
- Make a list of interesting German-language websites you discover that can be duplicated for classmates. Give a brief description of each site.
- Work with a language-learning program in German and print out the lessons you have done as your evidence.
- Discover, read, interact with, and react to three German-language web pages. Include information you download from those pages as part of your documentation. Record your learning.

- Design your own project based on something you discover on the Internet. Discuss your ideas in advance with your teacher to be sure it is acceptable. The project must involve using German and learning about the culture of a German-speaking country.
- Visit a German language catalogue website and put together your wish list. What are the names of the items you want? How much do they cost? In what currency? Is it something you'd find here?

If you are interested in business or in career opportunities using German, consider the following:

- Interview a manager of a business operating in Manitoba that has its home or affiliated offices in a German-speaking country. Learn what is involved in doing business between the two countries. Prepare your questions in advance and record your interview.
- Visit a post-secondary institution offering German courses, such as the University of Manitoba, the University of Winnipeg, or a private German-language institute organization.
- Research a career in which a command of German will be useful. See your counsellor, a research librarian, or your teacher to discuss how to research this project.
- Research a specific German business. In your write-up, profile the company (product, location, size of work force, gross sales, etc.). Try to contact someone working for the company you select (by telephone or email) and see whether he or she is willing to discuss with you how German is useful to employees.
- Research the use of German in an overseas business or nonprofit organization (e.g., health organizations, religious organizations, etc.) by interviewing someone who has used German while living and working in a German-speaking country. Also include questions to your interviewee about what it was like to live there and adjust to that culture.
- Job shadow for two hours someone who uses German in the workplace.
- Interview German translators who work for a translation company. (See the yellow pages to look for possibilities.)
- Visit the international sales department of a Manitoba-based export or international services business and learn how it conducts its international marketing. Identify the steps and processes involved in international sales and in shipping product overseas.
- Interview an employee of a German-speaking business about the challenges of doing business across cultures.
- Research and report on international management degree programs at schools, such as the Monterey Language Institute, the American Graduate School of International Management, or the university of your choice. What career opportunities will such a degree bring you? What language requirements does the program have? What is their job placement rate for graduates, etc.?

- Interview people who use German in their jobs, such as radio or television personalities, journalists, health care workers, law enforcement workers, etc. Find out why German is useful to them. How good does their German have to be to be helpful to them? How did they learn it? Why?

If you like to travel, consider the following:

- Photograph street and shop signs on a trip to German-speaking countries or communities; report on their significance. (You could do something similar with architecture, churches, types of stores, etc.)
- Pretend to be a travel agent and plan an imaginary trip through a German-speaking area. Use illustrations, maps, and texts to present this itinerary to your "client."
- Visit a German-speaking area and document your visit through videos or photographs to share with the class.
- Keep a travel log if you travel to a German-speaking area.

If you like history and geography, consider the following:

- Visit a church, museum, castle, or other historical building and learn about its architecture and historical significance.

If you want to practice your German, consider the following:

- Interview someone from a German-speaking country about customs, traditions, holidays, attitudes, etc. in his/her country.
- Attend a *Christkindlmarkt* or *Oktoberfest* celebration in a German-speaking country.
- Attend a church service that is conducted in German.
- Exchange three letters with a German-speaking pen pal.
- Write a children's book with illustrations and text in German. The book should be based on something you have learned about German culture. (Alphabet and numbers books are not accepted.) See the teacher for ideas about an aspect of culture to incorporate into the story. It should be a story simple enough to tell in German. (Don't write it first in English.)

Information Gap

Definition

In an information gap activity, each person has certain information that must be shared with others in order to solve a problem, gather information, or make decisions.

Questions asked in second language classes are often "display" questions. In other words, the person asking the question already knows the answer and is, in effect, simply prompting his or her partner to demonstrate that they know the vocabulary in question. No real communication takes place. Information gap activities involve a real exchange of information, although the situation might be an artificial one.

Information gap activities are often done in pairs, although they can be teacher-led or involve groups of students.

Procedure

Information gap activities can be highly structured or fairly open-ended. In either case, they are most often used for reinforcement of previously learned vocabulary and structures.

- Explain the activity to the students. Make sure they understand that they cannot show the information to their partner. They must communicate verbally.
- If necessary, review the vocabulary and structures that will be needed to complete the activity.
- Once students have completed the activity, they can assess the accuracy of their communication by comparing the information they have.

Tips

When preparing the information gap activity, try to make the situation as realistic as possible so that the questions asked and the answers given are the same as or similar to what might happen in real-life situations.

Make sure that the students have a purpose for exchanging information, for example, a task to complete, a puzzle to solve, or a decision to make.

The first time you involve students in information gap activities, demonstrate in front of the whole class, so that students understand that they cannot just show their information to their partner.

Applications

Information gap activities can be organized in many different ways. The following are a few examples of activities involving pairs of students:

- Ask students to draw the same picture (e.g., a house) simultaneously. (Drawings may be done on adjacent computers using a drawing program.) Students must together choose where to draw the house, its size, what colour different parts are, and so on.
- Student A has a chart showing results of a survey (e.g., what time different people get up and go to bed), but some of the information is missing. He or she must ask student B, who has the missing information, in order to answer a question—who sleeps the longest?
- Student A has a map showing the location of a number of buildings. Student B must ask questions to find out how to get from where he or she is to the building they need to find (e.g., the post office.

Communication gap activities can also involve groups of students:

- Students are asked to write a short text (e.g., a description of a family member). After they have gone through the usual process of drafting, writing, and editing, and the teacher has corrected the text, they rewrite the text with some information left out (e.g., Franz has blue eyes and _____ hair. [*Franz hat blaue Augen und _____ Hair*.]). Other students read the altered text and ask questions to fill in the missing information.
- Jigsaw activities are also information gap activities. For example, each student in the home group is given part of a text on the topic of the unit. The information in the text will usually be needed to complete a specific task. Together they have the whole text, but no single student has all the information. Students regroup with other students from different home groups who have the same part of the text, and they work together to understand all the information. They then return to their home group to share the information with the others and complete the task together.

Teacher-led information gap activities can involve the teacher asking questions for which he or she does not already know the answer. Alternatively, they might take the form of guessing games (e.g., Guess which classroom object is in the bag. Is it a pencil? Is it a notebook?).

Language Development

Information gap activities provide students with opportunities to practise vocabulary and grammar structures in more interesting ways. Motivation is usually high because forms and functions are used for a real, although contrived, exchange of information.

Interactive Language Tasks

In Interactive Language tasks, at least two students work together to accomplish a meaningful German language activity.

The teacher organizes the class into small groups or pairs that then perform a specific task using language. Examples of tasks include finding differences and similarities, identifying objects or persons, arranging things, giving and following directions, interviewing, surveying, choosing, explaining, and solving problems.

Interactive language tasks are effective tools to

- foster interdependence and pursuit of mutual goals
- develop communication skills
- strengthen listening skills
- provide opportunities to use the target language

Language Experience

Definition

When using the Language Experience method, students experience something together, and have the opportunity to discuss it in detail. They then dictate sentences about the experience to the teacher who writes them down word for word. The text thus created is corrected, reread, and used for a variety of reading and writing activities.

Procedure

Begin with an activity or experience in which the students are all involved. It can be anything that the students do as a large group—a field trip, a shared story, baking something, doing a role play. Discuss the experience orally, encouraging students to recall and describe the event in as much detail as possible.

Then each student dictates a sentence about the common experience as the teacher writes it on large sheets of chart paper. The teacher models excellent writing skills, leaving space between the words, using upper and lower case letters appropriately and correct punctuation. It is helpful to go back frequently and reread what has been written. Ask students if there is anything they want to change. After everyone is happy with the content, go back and point out any errors and correct them together.

The text can then be used for a variety of reading and writing activities:

- The text can be typed and copies sent home to be shared with the family.
- The original text on chart paper can be posted in the classroom for the students to reread. It can also be rewritten as a book to be kept in the reading centre.
- Students can use words from the text in their own writing or to make personal dictionaries or word banks.
- Students can copy their own sentence or the whole text. They can add illustrations to help them recall the meaning.
- Cut the words apart and have the students put them back in the correct order.

Tips

It is important to accept the contributions of all students and to use their own words in the text. Errors can be corrected by the whole group together after the text is complete.

During the process of correcting the text, model the use of appropriate strategies such as using references to check spelling and grammar.

Keep the texts fairly short, especially for younger students.

This method can also be used with small groups or individuals, and is suitable for students of all ages.

Use this method to write texts of all kinds, including fiction.

Applications

This method is particularly effective for students who have some oral fluency, but have not learned to read or write the language. Students find the text easy to read because it is written in their own words. This, in turn, increases their self-confidence and their motivation to read more.

Students are motivated by this method because their own language and life experiences are valued. They can show the texts with pride because they have written them and are able to read them.

Use the Language Experience method to reinforce oral language and to teach reading. It is not suitable for introducing new concepts.

This method is also a way of producing texts for reading in situations where it is difficult to find texts that are at the appropriate level for students or on topics that are relevant and of interest to them.

Language Development

The Language Experience method is one of the most effective for teaching reading and for second language acquisition in general.

- It integrates listening, speaking, reading, and writing. The students are exposed to the vocabulary and structures in both written and oral form.
- By beginning with texts that the students themselves have composed, the reading and writing process is directly connected to the experiences and previous knowledge of the students.
- Students are able to build language skills such as word recognition using texts that are meaningful to them.
- Less proficient students benefit from working with texts that more proficient students have created about topics they are familiar with because they have shared in the experience.

Learning Cycle

The Learning Cycle includes a sequence of lessons designed to have students engage in exploratory investigations, construct meaning out of their findings, propose tentative explanations and solutions, and relate German language and culture concepts to their own lives.

The teacher engages the learners with an event or question to draw their interest, evoke what they know, and connect with new ideas. The students explore the concept, behaviour, or skill with hands-on experience. They explain the concept, behaviour, or skill and define the terms, then use the terms to explain their exploration. Through discussion, the students expand the concept or behaviour by applying it to other situations.

The Learning Cycle is an effective tool to

- encourage students to construct their own understanding of German language and culture concepts
- promote empathy and understanding for people of other cultures
- provide hands-on experience to explore concepts, behaviours, and skills
- develop the ability to share ideas, thoughts, and feelings
- provide opportunities to use the target language

Surveys and Interviews

Surveys and Interviews are methods for gathering information and reporting.

Students prepare a set of questions and a format for the interview. After conducting the interview, students present their findings to the class.

Surveys and interviews are effective tools to

- foster connections between ideas
- develop the ability to interpret answers
- develop organizational and planning skills
- develop problem-solving skills
- provide opportunities to use the target language

Definition

Students collect information from a sample of people to determine the frequency of particular responses. They then analyze the data and prepare a report on the results. Using surveys as an instructional method can also develop students' numeracy as well as their creative and critical thinking.

Procedure

The first time students do a survey, it is helpful to go through the procedure at least once as a whole class. After they have more experience, they will be able to plan and carry out a survey in small groups.

There are basically four steps to a survey: planning, collecting the data, organizing and displaying the data, and summarizing and interpreting the data.

1. The planning stage involves deciding which questions to ask, formulating the questions, deciding whether the questions will be asked orally (interview) or in writing (questionnaire), choosing the sample of people to survey, and dividing up the work among the students involved. It is at this step that explicit teaching or review of structures for asking questions may be needed.

2. The survey is then carried out in the agreed way. Students can survey other students in the class or school, people in the community, or even people in another community via email or telephone.
3. Once the data have been collected, they must be organized and displayed. The usual method for displaying survey results is some kind of graph. With a little planning in advance, a survey activity in the German class can be integrated with what students are learning in mathematics class. Looking at a variety of different kinds of graphs and interpreting them will provide students with examples, ideas, and models of language to use.
4. Interpreting the findings of a simple factual survey is relatively easy. However, if the survey has gathered information about opinions or values, there is much more room for interpretation. Students may present their findings orally or in writing. In either case, they may benefit from analyzing other reports of the findings of surveys such as might be found in newspapers or magazines.

Tips

The language for reporting results of surveys is somewhat different from ordinary conversation. Students need to see and analyze reports on survey results to discover typical ways of organizing texts of this type, typical sentence patterns, as well as some specialized vocabulary.

Applications

A survey can be carried out on almost any topic. The information gathered can be strictly factual (e.g., month and year of birth, number of people in the family), or it can be more subjective (e.g., likes and dislikes, opinions on a specific topic).

The kind of graph used to represent the results can vary with the age and level of mathematical understanding of the students.

Language Development

Surveys are useful for language development because they provide an opportunity for repetition in an activity where there is a focus on meaning and a purpose. They also provide a natural context for asking questions, using numbers, and making comparisons. If graphs or other visual representations of the results are prepared by students, learning outcomes for viewing and representing can also be achieved.

Debate

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

Problem Solving

Problem Solving is a learning method in which students apply knowledge to solve problems.

The students discover a problem; problems can be constructed by the teacher or can be real-world problems suggested by the students. The students define the problem, ask a question about the problem, then define the characteristics of possible solutions, which they research. They choose a promising solution that best fits the criteria stated in the definition of solutions, and then test the solution. Finally, they determine if the problem has been solved.

Problem solving is an effective tool to

- allow students to discover relationships that may be completely new to them
- adapt easily for all grade levels and special needs students
- develop the ability to construct new ideas and concepts from previously learned information, skills, and strategies
- promote communicative competence in German

Independent Study

Students should be able to continue to learn after they have left the structured learning environment of the school. If the knowledge, abilities, attitudes, and processes associated with independent learning are to be acquired, they must be taught and enough time must be provided for students to practise.

Independent study is very flexible. It may be initiated by student or teacher; it can include learning in partnership with another individual or as part of a small group. It can be used as the major instructional strategy with the whole class, in combination with other strategies, or it can be used with one or more individuals while another strategy is used with the rest of the class.

It is important to assess the abilities students already possess. Specific skills and abilities may then be incorporated into assignments tailored to the capabilities of individual students.

Computer-Assisted Instruction

This method refers to any instructional program in which the computer performs, manages, or supports some or all of the teacher functions.

Logs and Journals

Logs and journals can be used as a way to hold private conversations in German with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in German. This dialogue can be conducted by email where it is available.

Students write on topics on a regular basis, and the teacher responds with oral or written advice, comments, and observations in a conversation. In the early stages of learning a language, students can begin by adding a few words and combining them with pictures.

Logs and journals are effective tools to

- develop communication and writing skills
- create a positive relationship between the teacher and the student
- increase student interest and participation
- allow the student to direct his or her own learning
- provide opportunities to use German

Definition

A journal is a notebook in which students record their personal reflections, questions they are wondering about, ideas, words or expressions they want to remember, or feelings they have about experiences in class. Logs are usually more objective, for example, observations on learning activities, lists of books read or films watched, notes on learning strategies, and so on.

Procedure

If students have little or no experience using a log or journal, it is a good idea to model the process by doing a collective journal on large chart paper. Begin by discussing the reasons for keeping a journal and ways it can be used, so that they can better understand the process and the purpose.

- Always begin by noting the date of the entry.
- Specific questions can be asked, especially when students are new to journal writing, to give them some guidance about the kinds of things to write about.
- Provide regular opportunities for students to write in their journals, for example, a few minutes before or after an activity depending on what they are writing about.
- Students choose whether or not to share their journal entries with the teacher or their fellow students.
- If students do decide to share parts or all of their journal, teachers can respond individually with questions or comments to extend thinking. Since the primary purpose of the journal is not to practise writing, teachers should not correct the grammar, spelling, or punctuation in student journals.
- Encourage students to regularly reread what they have written in their journals and reflect on it.

Tips

When doing a collective journal, be sure to go though all the steps of journal writing, including reflection on previous entries, so that students have a model at all stages.

Some students need more guidance in journal writing. They can be given specific questions to answer or sentence stems (e.g., *Meine Lieblingsbeschäftigung ist ...*) to get them started.

Although journals are not usually evaluated, they can be a source of useful information and can help the teacher guide the student's learning.

If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express their meaning.

Applications

The different types of journals and logs have different purposes and are used in different contexts.

1. **Personal Journals**
   - Personal journals are often used for students to record their emotional reactions to learning the language and experiencing the culture, and to note their aspirations for travel, education, or other personal uses of their knowledge about the language and culture.
   - Students should be reassured that their writing will remain private if they so wish.
   - The personal journal can be particularly effective for reflection on experiences with a new culture, since reactions to different ways of doing things are often of an emotional nature rather than intellectual.
2. **Dialogue Journals**
   - Dialogue journals are for journal writing in situations where another person, often the teacher, responds to what the student has written. The resulting journal resembles a conversation in written form.
   - The teacher's response to what the student has written should focus on the content rather than the language. The response can be in the form of comments or questions which encourage the student to extend their thinking or reflect on their experience.
   - Respond regularly to journals. Other students, parents, or other interested persons can also respond to dialogue journals. Make sure they understand the purpose of the journal and are able to respond in a respectful and thoughtful manner.

3. **Learning Logs**
   - Learning logs are very useful for increasing the students' awareness of how they learn (metacognitive learning strategies) and thus developing their strategic competence.
   - Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps them develop the language they need to write effectively about their learning and problem-solving processes.
   - Some questions that might be used include the following: What do you know now that you did not know before? What was most difficult about today's class? Why was it difficult? Have you had this problem before? If so, what did you do to resolve it last time? What could you try in future? What do you want to concentrate on in the next class?

4. **Reading Logs**
   - Reading logs are used to help students learn to think about and respond to what they are reading, make connections between their own experience and the story, and generally develop a love of reading.
   - Beginners or young readers may simply draw a picture of one of their favorite scenes from the story and add a simple caption.
   - As students become more skilled readers and writers, they can write about what they think the story will be about, based on the cover and illustrations, their first impressions when they start reading, and then their reactions as they discover whether or not their hypotheses were correct.
   - They can also comment on the language, for example, new words, things they do not understand, interesting words or phrases, aspects of the style (figurative speech, colloquial expressions, etc.).
   - Some questions that might be asked include the following:

     Was gefiel dir am meisten in diesem Buch?

     Was wurdest du ändern wenn du dieses Buch geschrieben hättest?

     Ist dir auch mal so was passiert?

     Hast du schon mal ein Buch von diesem Autor gelesen? Welches gefiel dir besser?

Language Development

Although the primary goal of journal writing is not to teach the language directly, there can be many benefits of this method for language development. In their journals and logs, students have an opportunity to use language in a different context, as a personal tool for learning. It is also very useful for developing strategic competence and intercultural competence.

Free Writing

Free Writing is a method for encouraging students to express ideas by writing in German.

After reflecting on a topic, students respond in writing for a brief time to a German prompt, a quotation, or a question.

Free writing is an effective tool to

- develop the ability to link previous knowledge and experience to a topic
- develop creative and critical thinking skills
- provide opportunities to express and share ideas in written form
- encourage students to value writing in the target language

Personal Dictionaries

Personal dictionaries consist of words that are familiar and significant to students. These words, which students use frequently in oral contexts, can form the basis of reading and writing vocabularies. Word sources included dictated stories and captions, journals and other writing efforts, as well as students' own oral vocabulary. For language learning, personal "banks" or collections of key words are valuable resources. Students may compile word collections to expand their reading and writing vocabularies.

Learning Contracts

Students and teacher work together during the designing, running, and evaluation of personal contracts. Learning contracts may be used to guide students as they work towards learning outcomes related to using German for fun and personal enjoyment, for example, or the development of metacognitive strategies.

Research Projects

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

A research model provides students with a framework for organizing information about a topic. Research projects frequently include these four steps:

- determining the purpose and topic
- gathering the information
- organizing the information
- sharing knowledge

Experiential Learning Methods

Experiential learning methods are student-centered. The emphasis is on process, not product.

Experiential instruction strategies are very useful because

- they greatly increase understanding and retention
- students are more motivated because they actively participate and teach one another by describing what they are doing
- they are inductive—illustrations or examples are given and a rule, concept, or generalization is then formulated
- they are activity oriented
- students reflect about an experience, and apply what they have concluded to other contexts

There are five phases:

- experiencing (an activity occurs)
- sharing (reactions and observations are shared)
- analyzing (patterns are determined)
- inferring (concepts are developed)
- applying (plans are made to use learning in new situations)

TPR Storytelling

Based on the Natural Approach, TPR Storytelling combines the effectiveness of TPR with the power of storytelling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.

The following is a brief outline of the sequence of steps for TPR Storytelling:

Step One: Use TPR Practice and Scenarios to Teach Vocabulary

The teacher uses TPR to teach a small group of words. After introducing a word and its associated action, she "plays with" the vocabulary in TPR practice to provide more comprehensible input. Using gestures, manipulatives, pictures, and familiar vocabulary, she then further reinforces new vocabulary by giving students a series of commands to execute and short scenarios to act out.

Step Two: Students Produce and Practise Vocabulary Words

Once students have internalized vocabulary words through TPR practice and scenarios, the class divides into student pairs to practice the words. One student in the pair reads the word and the other gives the corresponding gestures, then vice versa. Next, one student does the gesture and the other says the corresponding word.

Step Three: Teacher Presents a Mini-Story that Students Then Retell and Revise

Using student actors, puppets, or pictures from the text, the teacher then narrates a mini-story containing the targeted vocabulary words.

The teacher uses a variety of techniques to increase exposure to the story and to help the students start telling it:

1. She pauses in the story to allow students to fill in words or act out gestures.
2. She makes mistakes and lets the students correct her.
3. She asks short-answer and open-ended questions.

Once the story is internalized, students then retell it to a partner. Students may tell the story from memory or may use illustrations or guide words written up on the board as cues. The class then reconvenes and student volunteers retell the story for other students to act out. The teacher may also help the class revise the story, changing a few details about the plot or characters to create a new revision to the original story line.

Step Four: Teacher Presents a Main Story that Students Retell and Revise

Small groups of mini-stories are designed to prepare students to narrate, read, and write a larger main story that uses the vocabulary from the mini-stories. When the entire group of mini-stories has been mastered by the class, the teacher then repeats Step Three to introduce the main story. Once the main story has been presented and acted out, it is reinforced with readings and exercises from the textbook. As with mini-stories, students build upon the main story, using their existing language skills to embellish the plot, personalize the characters, and create revisions.

Step Five: Students Use New and Old Vocabulary to Create Original Stories

Capitalizing on their creativity, students are given opportunities to write, illustrate, act out, and share original stories. Activities may include drama, essays, videotaping, creating student booklets, contests, group/pair work, illustration exercises, back-to-back communication activities, etc.

These are the simple steps at the heart of a complete and comprehensive methodology that allows students to rapidly acquire, internalize, and produce sophisticated language in a fully communicative approach.

Field Trips

This activity allows students to use their language skills in a realistic setting outside the classroom.

A field trip is a planned learning experience for students to observe, study, and participate in expressions of the target culture(s) in a setting off the school grounds, using the community as a laboratory.

Before the field trip, teachers and students plan and structure communicative activities to engage in during the visit and engage in follow-up activities after the trip.

Field trips are an effective tool to

- develop organizational and planning skills
- develop observational skills
- give students an authentic experience of communicating in a foreign language

Focused Imaging

This method is the process of internally visualizing an object, event, or situation. It enables students to relax and allow their imaginations to take them on journeys, to experience situations vicariously, and to respond with their senses to the mental images formed.

Games

Games are structured or contrived learning or training activities that include conflict, control, and rules for winning and terminating the activities.

Role Play and Simulation

Definition

Children naturally use make-believe to explore a whole variety of roles and situations that, as children, they cannot experience directly. Role play and simulation are methods that use this natural learning strategy to explore different aspects of school subjects. Role play and simulation are both related to drama, but they resemble improvisation more than play-acting or other theatrical performances. Students assume a role (a character, a real-life or imaginary person, sometimes even an animal) and are put in a situation or context. When they assume roles, they are acting "as if" they are someone else. They are experimenting with what it feels like to be in someone else's shoes and developing empathy with those other lives.

Although some props may be used, generally there is no set, no costumes or makeup, and no script. Students do not try to physically resemble the person they are playing, but they do behave the way they think that person would behave. Role play does not involve writing a skit, and then reading or memorizing it and performing it before an audience. Students are given a role, placed in a situation, and required to act as that person would act in real life. Simulation differs from role play in that it is a more extended and more complex activity and may involve a variety of activities including role-play.

Procedure

Although the kinds of situations used in role plays and simulations are very diverse, the basic procedure is the same. This method is best used at the reinforcement or review stage of learning, when students have a fairly good command of the vocabulary and structures, but need some practice using them in relatively unstructured situations.

Begin by outlining the situation. As students gain more experience in role play, they can take a more active role in planning and guiding the situation. There is usually a problem of some kind that needs to be solved, a conflict that needs to be resolved, or a situation that involves an unforeseen element.

Students may need a period of time for research before they actually do the role play in order to properly play their role. This does not mean writing out a dialogue to deliver. It simply means knowing the background, experiences, beliefs, and opinions of the characters they are playing.

During the role play itself, sometimes everyone is in role, even the teacher. The role assumed by the teacher will vary depending on the amount of guidance the students need. At first, assuming roles such as chairperson of a committee or meeting, spokesperson for a group of protesters, or chief investigator for an enquiry will allow the teacher to guide the role play and encourage students to participate. As the students become more familiar with this method, they can take on some of the more dominant roles in the situation. There should be a clear distinction between being "in role" and "out of role." A signal can be pre-arranged (for example, the teacher puts on and takes off a hat) to indicate the beginning and the ending of the role play.

The period of reflection which follows the role play is just as important as the role play itself. At this stage students describe what they experienced and how they felt. The teacher guides the discussion by asking questions and making comments, encouraging the students to think about their experience. Students may also respond by drawing pictures to express their experience.

Tips

Students need to do a variety of activities before the role play in order to acquire the vocabulary and structures they will need to communicate in the situation they are given. The role play itself provides an opportunity to practise using this vocabulary and these structures in realistic situations, in other words, to bring together and fine tune their previously acquired knowledge.

It is often helpful to incorporate an element of tension into the situation. This "pressure for response" can take the form of a challenge, a surprise, a time constraint, or the suspense of not knowing. Tension is what works in a drama to impel the students to respond and take action.

Applications

Role play is a natural extension of the traditional methods of reading or memorizing dialogues, or of writing skits consisting of short conversations. The advantage of role play is that it places students in a situation which more closely resembles real life, situations where they do not know exactly what the other person is going to say. Role play also provides opportunities to develop other knowledge, skills, and attitudes, depending on the situation. The following examples are only meant to suggest some of the possibilities:

- Begin by role-playing fairly routine situations like asking for directions using a map, ordering a meal in a restaurant from a menu, or buying something in a store. The students must play their roles without a script or a pre-determined dialogue. Gradually introduce variations into the situations; for example, the customer in the restaurant wants something that is not on the menu, or the store clerk is very insistent.
- Students work in pairs, one playing the role of interviewer, the other the person being interviewed. The person being interviewed may be a real person, a character from a story, or a person in a particular role such as the mayor of a large city. The interviewer should have a specific focus for the interview, a particular event to discuss, or a point of view on a particular topic. Both students will need time to prepare for the role play, but they should not write out the interview in advance.
- Imagine a situation, typical of those experienced in the country of origin, which provided the impetus to emigrate to Canada. Role-play a family discussion where some members of the family want to leave and others want to stay. This could be followed by another role play of the same family five years later, after they have moved to Canada. Is the experience what they expected?
- Present students with a case study of a cultural misunderstanding. The source of the misunderstanding could be anything from misinterpretations of gestures, inappropriate use of informal forms of address, or politeness conventions to more fundamental differences based on underlying values or common experiences. Have students role-play the situation, trying to find ways to resolve the misunderstandings. It is also useful for students to experience the same situation more than once but in different roles.

- Situations can be purely whimsical, for example, a meeting to plan for the first voyage to colonize the moon. Students would play the role of colonists, each with individual characteristics, and would have to decide what to take with them, given specific restrictions for volume and weight.

Language Development

Role play is an interactive instructional method and is very effective in developing interactive fluency. Simulation, because it is a more extended and more complex activity, can also involve oral and written interpretation and production. Part of the development of interactive fluency is the acquisition of interactive language use strategies. Discussion of the use of strategies can form part of the reflection process that follows the role play.

Role play allows students to use the German language in a variety of sociocultural contexts that they would not normally encounter in the classroom. This would provide practice interpreting and using language in different registers (different levels of formality), incorporating appropriate methods of non-verbal communication and different social conventions.

The situations and functions (applications) that students can experience during role play and simulation can include conflict situations, problem solving, expressing strong emotions, and other situations that may not arise naturally in classroom interaction. Students have the opportunity to practise their ability to deal with these situations in a safe environment.

Role play and simulation also offer unique opportunities for developing intercultural competence if the situations involve exploring cultural differences, adapting to new situations and ways of doing things, and taking a variety of perspectives. Students can, for example, experience the same situation several times, playing a different role each time.

Combined Grades in the Second Language Classroom

Combined grades is defined as grouping more than one grade level at the same time with one teacher. This situation in the second language classroom is common, especially when the program is new and becoming established within a school program. The term "split grade" is sometimes used interchangeably with "combined grade"or "multigrade." It is important to note, though, that the term split grade implies separate grades which are taught separately without a connection to the other grade. In a combined grade classroom it is possible for the students to be taught parts of the curriculum together.

Are There Benefits to a Combined Class?

Teachers may feel uncomfortable with teaching a combined class. However, there are many benefits to teaching a combined grade class. There have been educational studies done documenting combined grade classrooms. Studies consistently show that there is no significant achievement difference between students in a one grade classroom and students in a combined grade classroom.

There are other benefits to combined grade classrooms:

- There is social interaction between students of different ages. Through this, the older students develop a sense of responsibility, and the younger students can be challenged and given the opportunity to move ahead.
- It enables students to work at different levels in a way that is not obvious to the other students. For example, an older student with weaker skills can participate effectively and contribute to the group.
- It helps develop independent learning skills and self motivation in students.
- Older students are able to review and internalize their learning through participation in cooperative learning groups.
- The curriculum is taught in a more contextual and thematic manner. This gives the students a more wholistic approach to language learning.
- It increases student confidence in their abilities.
- When a new concept is introduced to one grade level, it is practised or reinforced by the other grade level.

Planning for the Combined Grade

The key to a successful combined grade experience is the process of using effective strategies for instruction and effective planning. The following are successful strategies which will effectively organize planning for instruction.

Thematic Planning

For thematic planning strategies see Planning for Instruction and Assessment, pages 9–11.

Cycling Areas of Experiences

Cycling areas of experiences means that the teacher covers different areas of experience each year for the class as a whole. For example, the Grade 9 and Grade 10 German class will cover certain themes one year and different ones the following year. This will work well if you know that your combined grade class will continue together for a few years.

Combining Concepts

This strategy means that the teacher will combine areas of the curriculum which have similarities and overlap from one grade to the other. The students work together in a variety of activities because curricular learning outcomes are combined.

When the grammatical elements or certain concepts do not match and the teacher needs to spend time with a particular group there are certain modifications in instructions which may be done. For example, one group may be given a task to do while the teacher is focused on instructing the other grade. The teacher may have a long term project for each grade which may be worked on independently while the teacher instructs the other grade.

Organizational Strategies for the Combined Grade Classroom

Use Cooperative Learning Groups

A combined grade classroom lends itself very well for cooperative learning groups. When organizing these groups the teacher will often put the different grades together (i.e., Grade 9/Grade 10 students will sit together in a group). This way the students work together in a mutually beneficial manner. It is this interdependence that is the key to success in a cooperative learning group.

For interactive instruction methods that involve students working in small groups, see pages 76–77 of this section.

Build an Inviting and Positive Atmosphere

The teacher will create a learning environment which is accepting of differences. Students of all levels need to feel that their opinions are valued and that they have an important place in the class. One way the teacher builds a sense of community in the class is through activities which help students work as a team and encourage student participation.

See pages 72–78 of this section.

Assessment and Evaluation in the Combined Grade Classroom

Whether it be in a single grade or a combined grade class, effective assessment practices do not differ. When evaluating a student, it is vitally important that the teacher understand the learning outcomes and the philosophy of the curriculum. When assessing and evaluating students in a combined grade the teacher may need to adapt certain methods used. The teacher will still need to teach concepts separately and monitor student progress accordingly. Also, the teacher will need to evaluate each student according to the particular curricular outcome for the student's grade.

See Classroom Assessment, pages 9–26, for Assessment and Evaluation strategies.

The situation of having different levels in one classroom is not new. Every teacher has this situation in the classroom. Therefore, effective teaching strategies in the single grade classroom are not different from these strategies in a combined grade classroom.

However, it is critical that that the teacher have access to resources for the range of students in the classroom. The teacher needs appropriate planning time to adapt lessons or units in cases where the concepts are similar to the different grades in the class.

A useful resource for planning and assessment in combined grade or multilevel classrooms is *Independent Together: Supporting the Multilevel Community*.

NOTES

Grade 9 to Grade 12 German Language and Culture

Classroom Assessment

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Classroom Assessment

What is Assessment?

Assessment is an **integral, ongoing part of the learning process** itself. It is the process of gathering evidence of student learning in order to determine next steps. Contemporary assessment models (which have been called *alternative assessment*, *performance assessment*, and *authentic assessment*) have in common the goal of guiding instruction to enable all students to achieve high levels of proficiency and academic development, and to empower them with the skills and attitudes for life-long learning. When this information is used by students, teachers, and parents to inform subsequent teaching and learning activities, it can increase motivation, engagement, and student success. This information can also be used by the broader educational community to monitor student achievement, celebrate success, and ensure that appropriate supports for continued learning are provided.

The proficiency-based language classroom lends itself to using multiple forms of assessment to evaluate students' progress as well as the impact of instructional strategies. Assessments of student performances are both formative and summative. These assessments facilitate student reflection on the learning process and the improvement of learning. The most reliable assessment of students' capabilities comes from the work they do over extended blocks of time under the close guidance of teachers.

The Purpose of Assessment

Identifying the purpose of any assessment is critical to its effective use. Assessment serves three main purposes: **assessment *for* learning**, **assessment *as* learning**, and **assessment *of* learning**. These purposes relate to different aspects of the learning process and support and improve student learning in distinct ways.

Assessment *for* learning helps teachers gain insight into what students understand and assists them to appropriately plan and differentiate teaching strategies and learning opportunities to help students progress. By constantly checking for understanding, students' misconceptions can be surfaced and addressed.

Assessment *as* learning refers to processes where students assess their own knowledge, skills, and learning strategies in order to develop their understanding and refine their learning strategies. Considering these two purposes together, teachers and students work in partnership to set and revise learning goals and to adjust teaching and learning strategies to work toward the achievement of the learning outcomes.

Assessment *as* learning is a process whereby learners become more aware of what they learn, how they learn, and what helps them learn. Learners are able to build knowledge of themselves as learners, and become metacognitive. In other words, they become aware of how they learn.

Assessment *as* learning focuses on the role of the student as the critical connector between assessment and learning. When students are active, engaged, and critical assessors, they make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand. It requires that teachers help students develop, practise, and become comfortable with reflection, and with a critical analysis of their own learning. Through collection of data and reflection, students and teachers set learning goals, share learning intentions and success criteria, and evaluate their learning through dialogue and self- and peer-assessment.

Assessment *of* learning is summative in nature and is used to confirm what students know and can do, to demonstrate whether they have achieved the curriculum outcomes, and, occasionally, to show how they are placed in relation to others. *Evaluation* is a term that is often used in referring to assessment *of* learning. Evaluation is a judgment regarding the quality, value, or worth of a student's response, product, or performance, based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes. It is important to recognize that evaluation is just one aspect of assessment, and by itself does not constitute a full-assessment program.

Assessment *of* learning supports learning when it is used to celebrate success, adjust future instruction, and provide feedback to the learner. At the school, divisional, and provincial levels, assessments *of* learning can be used to ensure that appropriate supports for continued learning are provided. Provincially, we collect data on student performance in key areas at three levels: classroom-based assessments in Early Years, classroom-based assessments in Middle Years, and through standards tests at Grade 12. This involves collecting and interpreting evidence of student learning and a student's ability to apply the knowledge, skills, and attitudes he or she is developing. Clear criteria for success are necessary, both for supporting the learner in demonstrating their understanding and skill, and for supporting the teacher in making valid and reliable judgments about student progress and achievement. Evidence gathered through the formative assessment process can be helpful in arriving at summative judgments, but only when the most current and stable evidence is used and re-evaluated against the criteria that define reporting levels or grades.

A Balanced Assessment Plan

It is important that teachers consider the three **purposes of assessment** and develop an assessment plan that attends to all three. Much of the educational literature and research today is focused on classroom-based assessment; specifically, on how the ongoing, formative assessment* that occurs as part of everyday instruction can support learning. Increasingly, there is a recognition that assessment *for* and *as* learning need to be given greater attention and consideration in assisting teachers, students, and their parents in improving learning and achievement.

While there is some variation in what is considered essential, the following are commonly identified as contributing to effective assessment during the instructional cycle:**

- clear learning targets, expressed in terms students understand, with explicit criteria for success illustrated through actual work samples
- active student involvement in setting performance targets, self-assessment, planning and adjusting learning strategies, and monitoring and communicating progress
- provision of specific, descriptive feedback (from the teacher, peers, or from self-assessment) that leads students to reflect on progress and take the next step to achieve the learning outcome(s)
- use of assessment evidence gained through observation, interaction, discussion, and written work, to plan and adjust instruction

When these elements are incorporated into daily classroom practice, the research*** shows that student achievement improves.

Assessment *for*, *as*, and *of* learning all serve valuable and different purposes. The challenge is to find an appropriate balance. Traditionally, the focus of classroom assessment has been on assessment *of* learning. Research and experience suggest that shifting the focus to assessment *for*/*as* learning practices—where educators help students understand themselves as learners and students take increasing responsibility for their learning—increases student achievement and motivation, and empowers students to become self-directed, self-managing learners.

The entire teaching and learning process should be informed by an assessment strategy that is interwoven throughout the planning, instruction, and feedback cycle.

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* Formative assessment is now defined by many as information gathered by teachers and students during and after learning that is used to plan and adjust teaching and learning. As such, it would encompass assessment *for* and *as* learning described earlier.

** *Ukrainian Language Arts, Grades 4–6, Guide to Implementation* (2008). Alberta Learning.

*** Black and Wiliam's (1998) well known review of over 250 research studies showed significant student achievement gains when certain actions were taken: when students were involved in the assessment process and when they received increased amounts of specific, descriptive feedback about learning and less evaluative feedback. The greatest gains were for less successful learners, but the achievement of all students improved.

Engaging Learners

Assessment has a profound influence on student motivation and self-esteem, both of which are critical influences on student learning. When the focus of assessment is on learning, and specific feedback is provided to help the student move forward in manageable steps, assessment builds confidence and success. When students experience success, and are part of collecting and communicating evidence of success in their learning, their motivation and willingness to persevere increases.

However, assessment can also cause students to disengage. Struggling learners may have experienced assessment as evidence of failure which confirms their negative beliefs about themselves as learners. For those learners especially, assessment must focus on clear, manageable learning goals, and be conducted in a safe classroom climate that values risk-taking, eliminates threat, and enhances students' beliefs about themselves as learners.

Research* has shown that assessment practices that are underpinned by a belief that every student can improve, such as involving students in goal setting and self-assessment, promote learning. In contrast, this research also suggests that classroom-based assessment practices that place too much emphasis on marks and grading rather than on feedback for improvement, and where a student's performance is compared to peers, can actually inhibit learning.

Assessing and Learning an additional Language and Culture

Brisk (1998) argues that fair assessment of bilingual or additional language learners requires three distinct sources of information: background knowledge of the students, understanding of the processes students use to perform, and evaluation of the outcomes per se. This coincides with constructivist views of learning as a dynamic social process, "an activity that is always situated in a cultural and historical context" (Bruner & Haste, 1987, p. 1). The role of the teacher in establishing a fair assessment of second or additional language learners' developing skills cannot be overlooked, since these teachers are the ones structuring the classroom experience through which children make sense of school activities by tapping and "translating" from the knowledge embedded in their linguistic and cultural background (Igoa, 1995).**

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* Black and William (1998).

** Torres-Guzman, Maria E., Jorgelina Abbate, Maria Estela Brisk, Liliana Minaya-Rowe (2002). "Defining and documenting success for bilingual learners: A collective case study." *Bilingual Research Journal*, Spring 2002.

It is equally important is to distinguish between language proficiency and content knowledge when assessing student performance in situations where content-area knowledge and skills are essential. In all second language learning environments, it is difficult to distinguish between language proficiency and content knowledge, as language is always involved in communicating information. That is, students are learning the language while, at the same time, it is the vehicle for developing or expressing their knowledge and skills related to a specific subject.

Therefore, teachers need to consider carefully students' knowledge and prior experiences with tasks or learning experiences that require specific content-area knowledge and skills. If some or all learners do not already possess the requisite knowledge or skills, these need to be developed or integrated in the language classroom. The difficulty associated with separating language and subject-area learning can be alleviated when teachers ensure that when they are planning for instruction and for assessment, both content and language learning outcomes are clearly defined and expressed.* Whether one is planning a large-scale module, a unit, or a lesson plan, outcomes for both language and content-area knowledge and skills should be clearly defined.

Once the learning outcomes for the language and the specific subject have been defined and developed, teachers can then generate descriptors for differing levels of attainment. This can be done by developing rubrics that allow teachers and students to assess the level of attainment and performance with respect to both language and content-area knowledge. The information obtained will help to illuminate the extent to which students know the language of the content area and the extent to which they have understood the concepts presented in that content area.

Assessment Alternatives

Using a variety of classroom assessments, provides a better picture of learning and instruction. The following is a suggested list of different types of classroom assessments.

- **Performance Assessment:** Students are required to create a product or formulate a response that demonstrates proficiency in a skill or understanding of a process or a concept. Typically, performance assessments are "authentic" in that they are structured around real-life problems or situations.
- **Teacher Observation:** The teacher observes a student engaging in a variety of tasks or activities and uses checklists, rating scales, etc., to record his or her judgment about a student's performance in reaching a specific benchmark.
- **Conferencing:** The teacher and student dialogue to evaluate the student's progress on reaching one or more specific goals.

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* Howard, Elizabeth, Julie Sugarman, Marleny Perdomo, and Carolyn Temple Adger (2005). *The Two-Way Immersional toolkit*. The Education Alliance at Brown University and The Centre for Applied Linguistics.

- **Self-Assessment:** Students reflect upon and evaluate their own work with assessment criteria developed by the teacher and/or student.
- **Peer Assessment:** Students evaluate each other's work with assessment criteria developed by the teacher and/or students.
- **Portfolio Assessment:** A student's work is recorded, over a period of time, in a collection of materials decided upon by the student and/or teacher that reflect the student's learning processes, growth, and achievement in an organized and systematic way.

Portfolios

In general, for instructional purposes, assessments that give teachers qualitative information about student performance are more useful than tests that simply produce a score. For this reason, portfolios that document student performance over time can be particularly informative for both learners and teachers.

An example of the use of portfolios as an international language assessment instrument is *LinguaFolio*, designed to support individuals in setting and achieving their goals for learning languages. It is based on the European Language Portfolio and language passport resources.

LinguaFolio includes the following three components:

- a passport, where formal assessments and a student's self assessments (checklists) are documented
- a biography, where information about a student's language background and intercultural activities are recorded, and
- dossiers, where samples of a student's work over time are archived

This three-fold approach enables language learners at all ages and levels to document their language learning as they develop greater proficiency and are engaged in different learning opportunities.

Portfolio instruments, such as *LinguaFolio,* are not limited to documenting progress in learning an international language. In bilingual programs, learners use the portfolio to document their progress in both languages. The goal is to empower each individual learner to take responsibility for her or his language proficiency and be able to continue to develop proficiency independently and autonomously once the formal sequence of language instruction has ended.

For information on *LinguaFolio* see http://www.ncssfl.org/links/LFGrid.pdf and for information on the European Language Portfolio see http://www.coe.int/t/dg4/portfolio/Default.asp?L=E&M=/main_pages/welcome.html.

A Cyclical Process

The evaluation process is cyclical in nature. Each phase is linked to and dependent on the others.

- In the preparation phase, decisions are made about what is to be evaluated, the type of evaluation to be used, the criteria against which student learning outcomes will be judged, and the most appropriate assessment techniques for gathering information.
- The assessment phase involves developing or selecting assessment tools, deciding when and how assessments will be conducted, then collecting, organizing, and interpreting the information on student performance.
- During the evaluation phase, the teacher makes a judgment on the progress of the student and the level of achievement reached relative to the learning outcomes.
- The reflection phase provides teachers with the opportunity to consider the success of the evaluation process used and to make modifications to subsequent teaching and evaluation.

Meaningful Assessment

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

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

The Teacher's Role in Assessment

In the classroom, teachers are the primary assessors of students. Teachers design assessment tools with two broad purposes: to collect information that will inform classroom instruction, and to monitor students' progress towards achieving year-end learning outcomes. Teachers also assist students in developing self-monitoring and self-assessment skills and strategies. To do this effectively, teachers must ensure that students are involved in setting learning goals, developing action plans, and using assessment processes to monitor their achievement of goals. Teachers also create opportunities for students to celebrate their progress and successes.

Teachers learn about students' learning and progress by regularly and systematically observing students in action, and by interacting with them during instruction. Because students' knowledge, and many of their skills, strategies, and attitudes are internal processes, teachers gather data and make judgments based on observing and assessing students' interactions, performances, and products or work samples.

Teachers demonstrate that assessment is an essential part of learning. They model effective assessment strategies and include students in the development of assessment procedures such as creating rubrics or checklists. Teachers also collaborate with parents and with colleagues regarding student assessment.

Assessment and Evaluation Purposes and Audiences

The quality of assessment largely determines the quality of evaluation. Valid judgments can be made only if accurate and complete assessment data are collected in a variety of contexts over time. Managing assessment that serves a multitude of purposes and audiences is a challenging task. Teachers must continually balance not only the assessment of their students' progress in the development of knowledge, skills and strategies, and attitudes but also their own purposes and audiences for information collected during assessment.

Guiding Principles for Assessment and Evaluation of Second Language Learning

Classroom-based assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction and learning accordingly. See the chart, entitled Principles of Assessment that Assist Learning and Inform Instruction, on page 8. When planning for assessment for second language learning, it is important to consider the following points:

- The teacher should use a variety of assessment techniques that clearly reflect the communicative, learner-centred, task-based approach to second language learning. For example, when using a task-based approach, written interpretation would be tested by having students use the information in a written text to carry out a task, rather than by having students answer comprehension questions.
- The percentage of the final mark allotted to each component of the curriculum should reflect the amount of time that the students spend on that component. For example, if students are spending 70% of their time on oral activities, 70% of their final mark should be determined by oral evaluation.
- Tests should measure what they say they are measuring. For example, if students are being tested for aural interpretation and the test requires that they write down information they have understood, they should be marked on whether or not they have understood, not on whether the information written was correctly spelled.

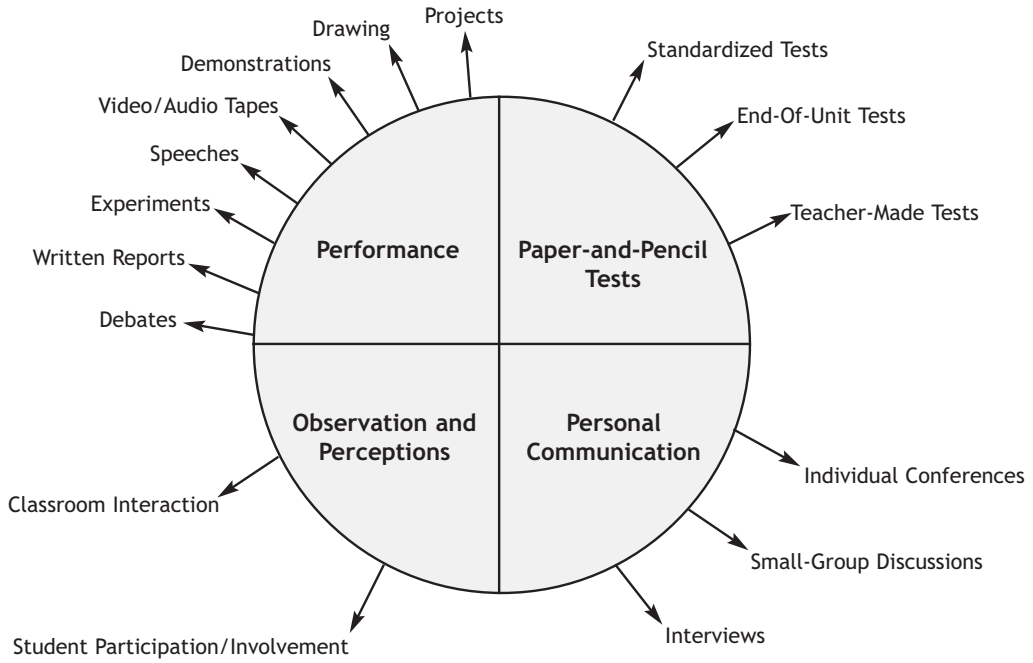
- Evaluation should take place in the context of meaningful activities. For example, grammar points dealt with in the course of a unit can be evaluated by looking at whether or not they are correctly used in the task the students are doing, not in fill-in-the-blank or other decontextualized exercises.
- Different kinds of learning outcomes should be evaluated in different ways. For example, knowledge-related learning outcomes can be assessed by objective tests; attitudes are better assessed by observation.
- Students should be involved in determining the criteria that will be used for evaluating their work. This can be part of the planning process at the beginning of each unit. Students should have a clear understanding of the types of evaluation procedures that will be used throughout the unit.

Principles of Assessment that Assist Learning and Inform Instruction		
1. An Integral Part of Instruction and Learning	**2. Continuous and Ongoing**	**3. Authentic and Meaningful Language Learning Processess and Contexts**
Assessment . . . • is meaningful to students • leads to goal setting • fosters integration with other curricular areas and application to daily life • reflects instructional strategies used • uses a wide variety of methods • reflects a definite purpose	*Assessment . . .* • occurs through all instructional activities (observations, conferences, responses, logs) • occurs systematically over a period of time • demonstrates progress towards achievement of learning outcomes	*Assessment . . .* • focuses on connecting prior and new knowledge (integration of information) • focuses on authentic context and tasks • focuses on application of strategies for constructing meaning in new contexts
4. Collaborative and Reflective Process	**5. Multidimensional, Incorporating a Variety of Tasks**	**6. Developmentally and Culturally Appropriate**
Assessment . . . • encourages meaningful student involvement and reflection • involves parents as partners • reaches out to the community • focuses on collaborative review of products and processes to draw conclusions • involves a team approach	*Assessment . . .* • uses a variety of authentic tasks, strategies, and tools • is completed for a variety of purposes and audiences • reflects instructional tasks	*Assessment . . .* • is suited to students' developmental levels • is sensitive to diverse social, cultural, and linguistic backgrounds • is unbiased
7. Focused on Students' Strengths	**8. Based on How Students Learn**	**9. Offers Clear Performance Targets**
Assessment . . . • identifies what students can do and are learning to do • identifies competencies in the development of knowledge, skills, and attitudes • considers preferred learning styles • focuses on celebrations of progress and success • provides for differentiation • provides information to compare a student's performance with his/her other performances	*Assessment . . .* • uses sound educational practice based on current learning theory and brain research • fosters development of metacognition • considers multiple intelligences and learning styles • uses collaborative and cooperative strategies • considers research on the role of memory in learning • reflects current models of language learning	*Assessment . . .* • encourages student involvement (setting criteria, measuring progress, working towards outcomes and standards) • encourages application beyond the classroom • provides a basis for goal setting • provides students with a sense of achievement • provides information that compares a student's performance to predetermined criteria or standards

Assessment Tools and Strategies

Choosing assessment strategies and tools requires that teachers consider the range of classroom situations that students will experience. A variety of tools and resources may be used.

Figure 1 ASSESSMENT TOOLS AND RESOURCES



Adapted from Heartland *AEA*, 1992

Examples of Student Assessment Techniques

There are a number of ways of organizing student assessment and a variety of tools that can be used to carry it out. The choice of techniques will depend largely on what is being evaluated. Students can be assessed by observing them as they are engaged in classroom activities, by measuring how well their work meets specific criteria, or by giving them different kinds of tests. They can be assessed individually or in groups. The assessment can be done by the teacher, by the student himself or herself, or by other students. A number of different tools can be used to record the results of the assessment, for example, checklists, rating scales, or anecdotal records.

The following are some examples of techniques specifically designed to assess different aspects of second language learning. **Each technique can be used to assess other aspects of learning than the example given.** For example, observation checklists can be used to assess group activities, reflection on learning strategies, the spelling, grammar, and punctuation of written texts, and so on.

Anecdotal Records

Anecdotal records are systematically kept notes of specific observations of student behaviors, skills, and attitudes in the classroom. Anecdotal records provide cumulative information regarding progress, skills acquired, and directions for further instruction. Anecdotal notes are often written as the result of ongoing observations during the lessons but may also be written in response to a product or performance the student has completed. Systematic collection of anecdotal records on a particular student provides excellent information for evaluation of learning patterns and consistency of student progress. Well-kept anecdotal records provide a valuable, practical, and specific reference about a student.

Checklists, Rating Scales, and Rubrics

Checklists, rating scales, and rubrics are assessment tools that state specific criteria that allow teachers and students to make judgments about developing competence. They list specific behaviours, knowledge, skills, attitudes, and strategies for assessment, and offer systematic ways of organizing information about individual students or groups of students.

Checklists usually offer a yes/no format in relation to the specific criteria and may be directed toward observation of an individual, a group, or a whole class. Checklists may be single-use or multiple-use.

Rating scales allow for an indication of the degree or frequency of the behaviours, skills and strategies, or attitudes displayed by the learner. They may be used to gather individual or group information, and are usually single-use. Multiple-use rating scales may be achieved by having students or teacher complete the same rating scale at different times during the school year and making comparisons.

Rubrics are an expanded form of rating scale that list several specific criteria at each level of the scale. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

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

Bewertungsrubrikenmuster
Allgemeine Rubriken für Fremdsprachen

Allgemeine Rubrik für Zusammenarbeit				
	1	**2**	**3**	**4**
Arbeitspensumparität	Arbeitspensum ungleich— ein einziger Schüler hat die gesamte Arbeit getan	Arbeitspensum ungleich – ruht hauptsächlich auf den Schultern von einem oder zwei Schülern	Arbeitspensum etwas ungleich	Arbeitspensum gleich aufgeteilt
Beim Thema bleiben	kaum beteiligt, selten beim Thema	manchmal	meistens	immer
Interaktion	zeigt wenig Interesse; respektlos anderen gegenüber	wenig Diskussion; leicht abgelenkt; etwas respektlos anderen gegenüber	etwas Diskussion; respektiert andere	viel Duskussion; respektiert andere

Allgemeine Rubrik für mündliche Präsentierung – einfache Antworten		
	Ja	**Nein**
Genaue Aussprache		
Richtige Grammatik		

Allgemeine Rubrik für mündliche Präsentierung – kulturelles Rollenspiel				
	1	**2**	**3**	**4**
Aussprache	schlechte Aussprache, starker englischer Akzent	einige Fehler, aber noch verständlich	verständlich mit wenigen Fehlern	durchweg genau; beinahe wie ein Einheimischer
Sprachgewandtheit	zögernd; lange Leerstellen	unnatürliche Pausen	einigermaßen gewandt	gewandte Vortragsweise
Verständlichkeit	unverständlich	schwer zu verstehen	verständlich	leicht zu verstehen
Wortschatz	gebraucht den Zielwortschatz nicht	minimaler Gebrauch des Zielwortschatzes	einiger Gebrauch des Zielwortschatzes	umfassender Gebrauch des Zielwortschatzes
Glaubwürdigkeit(zeigt Kenntnis der Kultur)	nicht glaubhaft; keine Verbindung zur Zielkultur erkennbar	begrenzte Glaubwürdigkeit; kaum Verbindung zur Zielkultur	glaubwürdiges Rollenspiel; spiegelt die Kultur etwas wieder	glaubwürdiges Rollenspiel; spiegelt die Kultur wieder
Vorführung	liest von Karten; monoton; kein Augenkontakt	wenig Enthusiasmus; begrenzter Augenkontakt	allgemein enthusiastisch; etwas Augenkontakt	lebhaft, enthusiastisch; guter Augenkontakt

Adapted *from Nebraska K-12 Foreign Language Frameworks*, 1996

Bewertungsrubrikenmuster

Allgemeine Rubriken für Fremdsprachen

Allgemeine Rubrik für geschriebenes Material—generell				
	1	**2**	**3**	**4**
Grammatik	scheint das Studienthema nicht zu verstehen	einige Fehler im Studienthema	benutzt das Studienthema gut	ausgezeichnet
Wortschatz	minimaler Gebrauch des Zielwortschatzes auf dem gegenwärtigen Lernniveau; Wörter falsch benutzt	benutzt einen Teil des gegenwärtigen Wortschatzes; Schlüsselwörter fehlen	Wortschatz ist auf dem gegenwärtigen Lernniveau	kreativer Gebrauch des Wortschatzes
Rechtschreibung	viele Rechtschreibefehler	einige Rechtschreibefehler	sehr wenig Rechtschreibefehler	ausgezeichnet

Allgemeine Rubrik für geschriebenes Material—kreatives Schreiben (3. oder 4. Klasse)			
	unbefriedigend 3	**befriedigend 2**	**ausgezeichnet 1**
Rechtschreibung/Aussprache	nachlässig; viele Fehler	einige Fehler durchweg	Rechtschreibung und Satzzeichen beinahe immer korrekt
Grammatik	schreibt auf dem Niveau der 1. oder 2. Klasse; viele grammatikalische Fehler—häufig passen Subjekt und Verb nicht zusammen; schreibt meist in der Gegenwart	einige Fehler—Subjekt und Verb passen nicht immer zusammen, manchmal werden falsche Zeitformen benutzt; representiert nicht immer das gegenwärtige Studienniveau	auf dem gegenwärtigen Studienniveau oder darüber mit sehr wenigen Fehlern
Bemühen	einige Elemente fehlen; Arbeit scheint hastig zusammengestellt	kommt den Anforderungen nach	mehr als erforderlich
Kreativität	zeigt keine Kreativität oder Planung; unvollständige Beschreibungen; unrealistische Figuren; planlose oder garkeine Illustrationen	einige Kreativität; einfache Beschreibungen; im Ganzen ordentlich	kreative, originale Beschreibungen; realistische Figuren; gut illustriert; ordentlich

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Bewertungsrubrikenmuster

Einstufungstabellen

Form-7A. Beispiel einer holistischen Einstufungstabelle

1 — Noch nicht	Wenige oder keine Ausdrücke von Vorlieben/Abneigungen und/oder Fragen/ Antworten sind korrekt angegeben; beinahe vollständig unverständlich; kulturelle Bräuche waren ungeeignet oder nicht aufgeführt; kaum Beweise, dass Anleitungen befolgt wurden.
2 — gut	Einige Fehler von Vorlieben/Abneigungen und/oder Fragen/Antworten; verständlich mit bemerkbaren Fehlern in der Aussprache, dem Satzbau und/oder dem Wortschatz; einige der kulturellen Bräuche sind aufgeführt und angemessen; hat Anleitungen im Allgemeinen befolgt.
3 — ausgezeichnet	Beinahe alle Ausdrücke von Vorlieben/Abneigungen und/oder Fragen/ Antworten sind korrekt; leicht zu verstehen mit gelegentlichen Fehlern in der Aussprache, dem Satzbau und Wortschatz; beinahe alle kulturellen Bräuche sind aufgeführt und angemessen; hat Anleitungen vollends befolgt.
4 — geht über Erwartungen hinaus	Keine Ausdrucksfehler (d.h. von Vorlieben/Abneigungen und/oder Fragen/Antworten); beinahe einheimische Aussprache; Satzbau geht weit über erwartete Fähigkeit hinaus; beinahe einheimischer Gebrauch angemessener kulturellen Bräuche; befolgt Anleitungen weit besser als erwartet.

Form-7B. Beispiel einer analytischen Einstufungstabelle

	1 noch nicht	**2 gut**	**3 ausgezeichnet**	**4 geht über Erwartungen hinaus**
Gibt Vorlieben/Abneigungen Ausdruck	wenige oder keine korrekt vorgetragen	einige Fehler, Mehrzahl ist korrekt vorgetragen	beinahe alle korrekt ausgedrückt	keine Fehler
Ist verständlich (Aussprache, Satzbau, Wortschatz)	beinahe vollständig unverständlich	verständlich mit bemerkbaren Fehlern in der Aussprache, dem Satzbau und/ oder Wortschatz	leicht zu verstehen, gelegentliche Fehler	keine Fehlerbeinahe einheimische Aussprache; Satzbau geht weit über erwartete Fähigkeiten hinaus
Führt angemessene kulturelle Bräuche auf	nicht angemessen oder nicht aufgeführt	einige aufgeführt und angemessen	beinahe alle aufgeführt und angemessen	beinahe einheimischer Gebrauch der Bräuche
Befolgt Anleitungen	kaum Beweise, dass Anleitungen befolgt wurden	befolgt Anleitungen im Allgemeinen	befolgt Anleitungen vollständig	geht über Erwartungen hinaus

Analytic rating scales give more information about specific criteria and should be used when students and teachers want feedback on the strengths and weakness of a performance, product, or process. Levels of performance (standards) are described for each of the criteria. “An analytic scale requires that raters give separate ratings to different aspects of the work. Criteria incorporating several outcomes are analytic.” (Herman, Aschbacker, & Winters, 1992, p. 70)

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Bewertungsrubrikenmuster

Selbstbewertung mündlicher Aktivität

Bewerte dich selbst in jeder der folgenden Kategorien:

★★★★★	**fantastisch**
★★★★	**sehr gut**
★★★	**gut**
★★	**mittelmäßig**
★	**muss verbessert werden**

	★	★★	★★★	★★★★	★★★★★
Inhalt • Der Inhalt war vollständig. • Die Ideen waren gut organisiert.	☆	☆	☆	☆	☆
Verständlichkeit • Meine Partner/innen konnten mich verstehen. • Mein/e Lehrer/in konnte mich verstehen.	☆	☆	☆	☆	☆
Wortschatz und Ausdrücke • Ich habe vor Kurzem gelernte Ausdrücke benutzt. • Ich habe vor Kurzem gelernten neuen Wortschatz benutzt.	☆	☆	☆	☆	☆
Grammatik • Ich habe schwierigen Satzbau benutzt.	☆	☆	☆	☆	☆
Sprachgewandtheit • Ich habe in angemessenem Umfang gesprochen. • Ich habe mit wenigen Unterbrechungen gesprochen.	☆	☆	☆	☆	☆
Auflistung • Ich habe formelle oder familiäre Ausdrucksformen benutzt, wie jeweils anwendbar.	☆	☆	☆	☆	☆

Developed by Karen Jogan, Albright College, Reading, PA

Bewertungsrubrikenmuster

Bewertung eines mündlichen Berichts

Redner/in: _____

Kritiker/in: _____

Datum: _____ Klasse: _____

Arbeitstitel: _____

Ich habe verstanden, worum es in diesem Bericht ging. _____ ja ____ einigermaßen _____ nein

Es hat mir gefallen, dass der/die Redner/in _____

_____

Um es noch besser zu machen, könnte der/die Redner/in _____

Gib dem mündlichen Bericht eine Note zwischen 1 (muss bearbeitet werden) und 5 (fantastisch)

Entwurf	1	2	3	4	5
Angeführte Schlüsselwörter	1	2	3	4	5
Klare Organisation	1	2	3	4	5
Benutzung von Anschauungsmaterial/Illustrationen	1	2	3	4	5
Minimale Bezugnahme auf Notizen	1	2	3	4	5
Angemessene Länge	1	2	3	4	5
Fragen beantwortet	1	2	3	4	5
Redner/in scheint an dem Thema interessiert zu sein	1	2	3	4	5
Originalität, Kreativität	1	2	3	4	5
Redner/in vertritt eigene Meinung	1	2	3	4	5

Developed by Karen Jogan, Albright College, Reading, PA

Bewertungsrubrikenmuster

Storybeurteilung

Name: _____ Datum: _____

Beurteile die Story:

- ★★★★ **fantastisch**
- ★★★ **gut**
- ★★ **einigermaßen**
- ★ **muss weiter bearbeitet werden**

	★	★★	★★★	★★★★
Die Story war gut organisiert.	❒	❒	❒	❒
Die Story hat einen Anfang, eine Mitte und ein Ende.	❒	❒	❒	❒
Die Story war interessant und unterhaltsam.	❒	❒	❒	❒
Die Story enthielt eine Vielfalt von Ausdrücken.	❒	❒	❒	❒
Die Ideen in der Story wurden klar ausgedrückt.	❒	❒	❒	❒
Die Story wurde von anderen verstanden.	❒	❒	❒	❒

Mir gefiel die Story, weil _____

_____

_____

Developed by Eliason, Eaton, & Jogan, TESOL, 1997

Bewertungsrubrikenmuster

Eine Meinung ausdrücken

Name: _____ Datum: _____ Thema: _____

Beurteile dich selbst nach folgenden Gesichtspunkten:

	nicht erfolgreich	erfolgreich
Ich glaube, ich habe meine Meinung erfolgreich ausgedrückt.	❒	❒
Meine Meinung hatte mehrere unterstützende Argumente.	❒	❒
Meine unterstützenden Argumente waren gut organisiert.	❒	❒
Ich war überzeugend.	❒	❒
Mein Satzbau war grammatikalisch genau.	❒	❒

Der beste Teil meiner Präsentierung war _____

_____

_____

_____

Ich könnte meine Präsentierung verbessern, indem ich _____

_____

_____

_____

Developed by Eliason, Eaton, and Jogan, TESOL, 1997

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Bewertungsrubrikenmuster

Wiedererzählenscheckliste: Selbstbewertung

Name: _____ Datum: _____

Buchtitel: _____ Autor/in: _____

Bitte hake das Kästchen ab, das beschreibt, wie du Folgendes tun kannst:

	Ich kann das noch nicht.	**mit Hilfe von einem/r Mitschüler/in oder dem/r Lehrer/in**	**ganz allein**
Ich kann die Hauptfigur nennen.			
Ich kann den Schauplatz beschreiben.			
Ich kann die Ereignisse in chronologischem Ablauf wiedergeben.			
Ich kann die Hauptfragen und –probleme identifizieren.			
Ich kann die Lösung beschreiben.			
Ich kann meinen Gefühlen über die Geschichte Ausdruck verleihen und sie mit einer anderen Geschichte oder einem Ereignis in meinem Leben vergleichen.			
Ich kann meinen Lieblingsteil und meine Lieblingsfigur in der Geschichte identifizieren und den Grund dafür erklären.			

Developed by Karen Jogan, Albright College, Reading, PA

Conferences

Conferences provide opportunities for students and the teacher to discuss learning strengths and areas for improvement, and to set learning goals. In conferences, it is possible to learn a great deal about students' understanding of information, attitudes toward learning, and the skills and strategies students employ during the learning process. Conferences provide opportunity for individualized teaching, for guiding students to more challenging materials, and for determining future instructional needs.

Conferences are usually short informal meetings held with individual students, or a small group of students, and involve diagnostic listening, questioning, and responding. Interviews, on the other hand, are conferences that are conducted to gather specific information. They may involve a set of questions you ask for a specific purpose. For example, you may need information about the student's reading patterns and difficulties and and may use a formal conference or interview to ask questions directly related to a particular aspect of the student's performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviors. These are often presented as a set of questions or activities to which the student may respond orally with the teacher recording responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular schedule and both student and teacher come prepared with materials to share and questions to ask. Systematic conference notes form a permanent record of the content of the conference and set goals for future learning. Conferences provide opportunities to assess the appropriateness of the tasks and observe other areas of concern.

Once students are familiar with good conferencing procedures, peer conferencing is an alternative for students to obtain feedback and discuss progress and goals.

Continua

Continua or continuums are a series of descriptors that attempt to describe the behaviours that students exhibit as they are developing communicative competence. Teachers can use them systematically to observe and make judgments about students' progress. Although continua are designed to list descriptors according to developmental principles, most students do not develop in a linear fashion. Individual students may exhibit a range of indicators from a number of phases at any one time. Key indicators describe behaviours typical of a phase and provide a way of mapping student progress through the various levels. Students may not move through phases at a regular pace. The indicators do not describe evaluative criteria through which every student is expected to progress in sequential order, but they do provide evidence of an overall developmental pattern.

Performance Assessments

Performance assessment is defined as an assessment activity that requires students to construct a response, create a product, or perform a demonstration. Since performance assessments generally do not yield a single correct answer or method for solution, evaluations of student products or performances are based on judgements guided by criteria (McTighe and Ferrara 34).

Performance assessments are concerned with how students apply the knowledge, skills, strategies, and attitudes that they have learned to new and authentic tasks. Performance tasks are short activities (generally between one and three class periods) that provide an opportunity for students to demonstrate knowledge, skills, and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or interdisciplinary and relate to real-life application of knowledge, skills, and strategies.

Performance assessment tasks can be organized into three categories: products (such as dioramas, slide shows, reports, videotapes, etc.), performances (such as dramatic readings, interviews, debates, etc.), and processes (such as problem solving, cooperative learning, etc.).

Portfolios

F. Leon Paulson defines portfolio as "a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting the contents, the criteria for judging merit, and evidence of student self-reflection" (60).

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

Students generally choose the work samples to place in the portfolio. The teacher may also choose to have specific work samples placed in the portfolio.

The charts that follow provide examples of elements that may be included in a second language portfolio, a sample assessment rubric, and ideas for exhibitions and projects.

Schülerportfolios künstlerischen Inhalts

Mündliche Präsentationen

- Debatten
- Ansprachen
- Diskussionen
- Scheinprozesse
- Monologe
- Interviews
- Reden

Multimedia Präsentationen

- Videotapes
- Filme
- Audiotapes
- Dias
- Fotobericht
- Druckmedien
- Computerprogramme
- Geschichtenerzählen
- mündlich überlieferte Geschichte
- Gedichtelesen
- Sendungen

Visuelle und grafische Kunst

- Gemälde
- Geschichtenbücher
- Zeichnungen
- Wandmalereien
- Plakate
- Skulpturen
- Cartoons
- Mobiles

Darstellungen

- Karten
- Diagramme
- Dioramas
- Modelle
- Attrappen
- Displays
- Anschlagbretter
- Tabellen
- Originalkopie

Vorstellungen

- Rollenspiel, Drama
- Tanz / Bewegung
- Chorlesen
- Musik (im Chor und instrumental)

Geschriebene Präsentationen

- expressiv (Tagebücher, Zeitschriften, Schreiblogs)
- berichtend (Briefe, Berichte, Umfragen, Essays)
- poetisch (Gedichte, Mythen, Legenden, Geschichten, Schauspiele)

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Bewertungsrubrikenmuster

Bewertung von Portfolioqualität

Bewertung von Portfolioqualität

Diese Rubrik schlägt Richtlinien und Kriterien vor, die von Lehrern zur Bewertung von Portfolios benutzt werden können. Die Richtlinien und Kriterien sollten den Schülern erklärt werden, bevor sie damit beginnen, ihre Portfolios zusammenzustellen.

	Im Werden	gut	sehr gut	ausgezeichnet
Aussehen	schlampig, zeigt wenig Bemühung	einigermaßen attraktiv oder ordentlich	attraktiv, ordentlich	äußerst attraktiv, professionelles Aussehen
Kreativität	wenige oder keine Zeichen von Kreativität, originalem Denken oder Ausarbeitung	Zeichen von Kreativität, originalem Denken oder Ausarbeitung	viel Kreativität, originales Denken, und/oder Ausarbeitung	Kreativität ist reichlich vorhanden, viel originales Denken und/oder Ausarbeitung
Inhalt	wenige oder keine der ausgewählten Qualitätsobjekte demonstrieren klares Denken	einige der ausgewählten Qualitätsobjekte demonstrieren klares Denken	ausgewählte Qualitätsobjekte demonstrieren klares Denken	alle ausgewählten Qualitätsobjekte demonstrieren ein hohes Niveau von logischem Denken
Organisation	unordentlich, scheint einfach zusammengeworfen, kein Übergang	ziemlich organisiert, guter Themenübergang	organisierter, deutlicher Übergang zwischen Arbeiten und Portfolioteilen	auffallend gute Organisation macht das Lesen reibungslos
Vollständigkeit	einige vorgeschriebenen Teile fehlen	enthält die vorgeschriebenen Teile	enthält die vorgeschriebenen und einige zusätzliche Teile	enthält die vorgeschriebenen Teile, zeigt große Bemühung mit zusätzlichen Teilen
Denken	sehr kurz, in Eile getan, weder ernsthaft noch ehrlich	zeigt angemessenes Denken	hat offensichtlich Zeit mit Denken verbracht, ehrlich; ausgezeichnete Details	hohes Niveau analytischen Denkens unterstützt von einwandfreien Beweisen

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Ideen für Ausstellungen und Projekte

Die folgende Liste gibt Lehrern Ideen für Produkte, Vorstellungen und Arbeitsprozesse, die als authentische Aufgaben in Projekte und Ausstellungen eingebaut werden können. Lehrer, die diese Liste benutzen, werden Schüler mit einer bedeutungsvollen, relevanten Klassenzimmererfahrung versehen, die auf die Welt außerhalb des Klassenzimmers angewandt werden kann und die die Schüler aktiv am Lernprozess teilnehmen lässt.

Die Liste ist von verschiedenen Quellen genommen (Jacobs, 1995; Maker & Nielsen, 1996); die meisten Ideen kommen von Lehrern, die sie im Klassenzimmer benutzt haben.

Fremdsprachenlehrer werden ermuntert, diese Liste zu benutzen, um ihre eigene Projektenliste zu schaffen, die den erwünschten Kursergebnissen und den verschiedenen Interessen und Talenten der Schüler angepasst ist.

Die Aufteilung in Kategorien ist nur eine Möglichkeit, eine Liste aufzustellen. Viele Produkte und Vorstellungen können in verschiedenen Kategorien erscheinen. Im Fremdsprachenklassenzimmer sind Kultur und Kommunikationskönnen mit den Produkten, Prozessen und Vorstellungen verflochten.

Media/Technologie

Reklame
Kabelkanäle
CD-ROM Kreationen
Clip Art
Werbung
Computergrafiken
Computerprogramme
Leitartikel
Filmstreifen
Infomercials
Zeitschriften
Marketingaktionen
Filme
Multimediadarstellungen
Nachrichten
Rundschreiben
Zeitungen
Meinungsumfragen
Radioshows
Drehbücher
Scripts
Lichtbilder
Lichtbildervortrag
Fernsehshows
Fernsehprogramm
Reisebericht
Videos
Webseite Homepages

Bildende und darstellende Künste

künstlerische Gestaltung
- Malerei
- Skulptur
- Keramik

Spruchbänder
Anschlagbretter
Handdruck
Schwarzes Brett
Cartoons
Chorlesen
Choräle
Tonmodelle
Kleiderdesign
Collagen
Comic Strips
Kostümkreationen
Tänze
Displays
Zeichnungen
Fahnen
Bücher zum durchblättern
Blumenarrangements
Fugen
Glückwunschkarten
Illustrationen
Schmuck
Etikette
Logos
Masken
Mobiles
Mosaiken
Wandmalereien
Kompositionen
Musikinstrumente
musikalische Vorstellungen
Musikals
Musikalische Symbole
Origami
Pantomimen
Papier
Papiermaschee
Fotoessays
Fotografie
Schauspiele
Pop-Up Bücher
Plakate
Töpferei
Requisiten
Puppen(spiele)
Rap, Jingle, Sprechchöre, Cheers
Schallplatte/CD/Buchumschläge
Rollenspiel
Seidensiebdruck
Simulierungen
Parodien
Soziodramen
Liedermacher
Nähen
Tattoos
Totempfähle
Tapetenmuster
Weben

Sprechen/Hören

Audio-/Videokassetten
Choräle
Gerichtsprozesssimulierung
kooperative Aufgaben
Debatten
Diskussionen
Flanelltafel
Erzählungen
mündliche Berichte
Podiumsgespräche
Präsentierungen
Szenarios
Seminare
Reden
Storyboard

Adapted from Nebraska K-12 Foreign Language Frameworks, 1996.

Ideen für Ausstellungen und Projekte

Lesen/Schreiben/Literatur

3-D Forschungs-abhandlung
ABC-Bücher
Bibliografien
Biografien
Lesezeichen
Bücher
Kindergeschichten
Wörterbücher
Enzyklopädien
Essays
erklärendes Schreiben
Fabeln
Geschichtsdokumente
historische Geschichten
Leuchtmanuskript
Zeitungsartikel
Liste gelesener Bücher
Liste gesehener Filme
Liedertexte
Memoiren
Mythen
erzählendes Schreiben
Entwürfe
überzeugendes Schreiben
Dichtkunst
Anthologien der Dichtkunst
Portfolios
Stellungnahmedokument
Reaktionsdokument
Berichte
Forschungsberichte
Satyren
Geschichten
Termindokumente
Zeitkapsel
Terminpunkte
geschriebene Fragen
Schreibsysteme

Aktive Teilnahme

Sammlungen
Konstruktionen
Handarbeiten
Demonstrationen
Dioramas
Umweltstudien
Ausflüge
Bildkarten
Grundrisse
Blumengebinde
Spiele
Erfindungen
Labore
Lernzentren
Modelle
Museumsausstellungen
Hinderniskurs
Körperübung
Präzisionsdrillteam
Projektwürfel
maßstabgerechte Modelle
Schnitzeljagd
Nähen
Sport-/Freisportaktivitäten
Synchronbewegungen
Terrarien
Werkzeuge
Schatzsuchen

Tägliches Leben

Antragsformulare
Rechnungen
Kästen/Kartons
Broschüren
Gewohnheiten
tägliche Routinen
Tagebücher
Richtungen
e-mail
Lobreden
Stammbaum
Nahrung/Kochen
Regierungsformen
Unterricht
Einladungen
Zeitschriften
Papierkorbpost
Etikette
Letzter Wille
Gesetze
Briefe aller Arten
Handbücher
Karten
Menüs
Voicemail/Nachricht
Nachrufe
Flugblätter
Parteien
Gesuche
Fotoalben
Rezepte
Fragebogen
Quittungen
Kochbücher
Rezepte
Lebensläufe
Termine
Schule
Sammelalben
Einkaufslisten
Tabellenkalkulationen
Umfragen
Arbeit

Denkkönnen

Analogien
Kategorien/Klassifizieren
Grund/Wirkung
Tabellen
Vergleich/Gegensatz
Vergleichstabellen
Konzepte
Zahlenrätsel
Kreuzworträtsel
Entschlüsse treffen
Experimente planen
Diagramme
Ausführung
Bewertung
Beweismittelbewertung
Experimente
Extrapolieren
Tatsachenakten
Zielsetzung
Grafische Organisatoren
Diagramme
3-D Diagramme
Hausaufgaben
Stunden-/Prüfungsplan
Vorlagen
Pläne
Problemlösung
Rätsel
Bewertungsskalen
Gedanken
Geheimschriften
Selbstentdeckung
Synthese
Forschungssynthese
Mosaikarbeiten
Venn Diagramme
Vergegenwärtigung
Gewebe-/Gehirnkarten

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Cloze

In cloze procedure, words or parts of words are masked or blocked out in a sentence or a short passage. Students must use other cues or clues in context, both in the text and from their background experience, to replace or complete the missing words. As students read and come to the blank in the sentence, they call on cueing systems and other sources of information to help decide what word would make sense in the sentence. With young students, perhaps only one word in the sentence would be left out. With older students, as many as eight to ten deletions in a passage would be appropriate. Experience with cloze passages encourages students to maximize their use of the cueing systems. Students choose which information sources and strategies are most appropriate when meeting unknown words, rather than overusing graphophonic clues and sounding out words without any reference to meaning or word order.

Think-Alouds

Think-Alouds involve asking students to verbalize their thought aloud while engaged in a task. Think-Alouds are an effective instructional strategy, can provide insight into how readers process text, and serve as a very effective assessment strategy for written interpretation and use of strategies.

NOTES

Grade 9 to Grade 12 German Language and Culture

Planning for Instruction and Assessment

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Sample Plans

- Grade 9: The Family and Family Celebrations *33*
- Grade 10: Health *129*
- Grade 12: Wohnungen in Deutschland *213*

Planning for Instruction and Assessment

Why Plan?

- Creating a plan increases teacher awareness of learning outcomes and student needs, and enhances teaching practices.
- Teachers are more likely to effectively meet the expectations of the curriculum, school, students, and parents.
- Topics can be sequenced in a logical way, providing important linking for students.
- Planning well gives teachers confidence. It enables the teacher to anticipate and be prepared for meeting individual student needs and alternative situations that arise in the classroom.
- Planning well reduces many management problems in the classroom.
- Advance planning helps teachers to access resources, and it reduces stress and increases effectiveness.
- Planning well ensures a sound rationale is evident and ready for presentation to parents, students, and administrators.
- Collaborative planning allows teachers to engage in professional dialogue about curriculum, successful practices, individual student needs, and effective use of resources.

Developing Plans

In developing plans, teachers need to effectively

- select an approach to planning
- read and understand the general and specific learning outcomes provided in the German Language and Culture curriculum
- consider student needs, background knowledge, and experience
- select the appropriate learning outcomes and the sequence in which they will receive focus
- select teaching and learning activities
- select learning resources
- consider assessment and evaluation

Learning Outcomes

Learning outcomes in German Language and Culture assist classroom teachers and other educators to

- plan learning activities that support German language growth and student achievement in German Language and Culture
- establish goals for learning, instruction, and assessment in German Language and Culture
- monitor student progress in achieving learning outcomes in German Language and Culture
- communicate with students, parents, and guardians about student progress in German Language and Culture
- select appropriate resources to support student learning

Planning with Learning Outcomes

The learning outcomes separate the four components of communicative competence: language competence and applications, intercultural competence (Global Citizenship), and strategic competence. When planning, teachers need to reflect on how these components can be integrated through activities that involve meaningful communication. Planning needs to include a careful analysis of the learning outcome statement to determine appropriate instructional materials. The following example shows how the four components are integrated in one learning activity.

Consider an activity where a student is asked to prepare a classroom presentation and a poster summarizing the information gathered on an aspect of the culture of a specific German-speaking nation that he or she finds appealing. The guidelines for the activity are as follows:

- Brainstorm potential themes or topics for the exercise and select one. (Applications/Strategies/Global Citizenship)
- Use a concept map to detail what information is required, and develop a plan for gathering the information. (Strategies)
- Identify key vocabulary or terms related to the theme or area of interest. (Language Competence/Lexicon)
- Undertake research, drawing on at least four web-based and print-based German resources and summarize information gathered. (Language Competence/Global Citizenship)
- Prepare presentation and poster using visuals to aid in communicating your ideas. (Language Competence/Applications)
- Check and edit your presentation to ensure correct spelling and grammatical structures. (Language Competence)
- Present to classroom. (Language Competence/Applications)

- Reflect on the experience and identify what you learned, how you learned it, what gaps in learning you perceived, and what was most challenging. (Strategies)

Selecting Learning Outcomes

Selecting learning outcomes is the critical component in developing unit or lesson plans. Which aspects of language learning do you want to focus on? Where are your students in their development of their linguistic and cultural skills?

In targeting learning outcomes for unit or lesson planning, teachers also need to consider how they relate to one another. Once learning outcomes are identified the next step is to consider which learning activities or tasks lend themselves to the development of the learning outcomes.

Considering Assessment and Evaluation

Planning for assessment is an essential aspect of unit and lesson planning. It is important that teachers consider what information they need to collect and what is directly related to the learning outcomes. How will students demonstrate these learning outcomes in the context of the learning tasks and activities selected?

Finally, it is important to select the type of assessment tools best suited for the assessment focus. See Classroom Assessment, page 9.

Selecting Resources

Planning lessons and assembling resources for a language course means more than finding a good text with accompanying workbook and listening tapes. As much as possible, students should work with all kinds of resources. Authentic documents, that is, documents that were designed for German speakers rather than for the purpose of second language teaching, are particularly interesting. By using authentic documents, students gain experience in finding, exploring, and interpreting different kinds of texts, and have models for producing texts of their own.

By using a variety of resources rather than a single text, teachers can better accommodate the diverse learning needs of students found in the average classroom. Even though all students in the class are working on the same task, they may be using different resources depending on their preferred learning styles, level of proficiency, or cognitive development.

Approaches to Planning

There are several approaches to planning for instruction. These may be categorized as thematic, integrated, content/subject based, and task-based approaches. These are not mutually exclusive and often elements of each will be used by teachers to plan for instruction.

Thematic approaches focus on a specific topic or central idea which forms the basis for the unit or the lesson being planned. The theme chosen serves as the organizer for the instructional activities. Themes may be broad or may be specific in nature (e.g., Deutsche Klassischemusik versus Ludwig van Beethoven). School-based themes provide an opportunity for cross-subject and classroom collaboration.

Integrated approaches are closely related to thematic approaches. They focus on choosing themes that allow for connections with various subject areas or for drawing on a broad range of skills and concepts. Integrated units allow for collaboration between subject area teachers. Students may value integrated learning experiences because they are more "real-life" in nature and relate to other school subjects.

Task-based approaches focus on the engagement of students in very meaningful tasks rather than elements of language. Generally, in task-based approaches, learning tasks have a clear beginning and end.

Regardless of the approach or combination of approaches one may prefer, all of them may be applied to the development of yearly, unit, or lesson plans. These are described in the following section.

General Information on Planning for German Teachers

Types of Plans

Yearly Plans

In creating a long-range plan, a teacher looks at students and elements of curriculum, and considers the school's goals and the year ahead. On this basis, the teacher makes a tentative sequencing of classroom instruction units that would be effective.

Unit Plans

To develop a unit plan, a teacher looks at the students and their needs, and organizes strategies and selects specific learning activities which are aligned with several identified student learning outcomes.

Lesson Plans

Lesson plans 'map out' in detail instructional and learning activities in support of one or more learning outcomes. Usually lesson plans refer to daily plans.

Planning for Balance

Planning for a balanced German Language and Culture delivery needs to take the following into account:

- Specific learning outcomes stated are end-of-year learning outcomes; while students may reach the level of competence described by the learning outcomes at any time during the year, the learning outcomes describe end-of-year performance. Educators must consider the series of instructional steps that will lead to accomplishment of the learning outcomes by the end of the year.
- Learning is recursive and integrative. Many of the learning outcomes need to be addressed repeatedly in different ways throughout the school year. Students need practice in many meaningful contexts to consolidate new knowledge, skills, and strategies. As well as developing new literacy skills and strategies, students need to review, maintain, and refine those learned previously.
- Planning is continual and informed by needs that become evident through classroom assessment.
- A variety of instructional approaches, classroom management techniques, assessment practices, tools and strategies, and language arts learning experiences are essential.
- Students may be taught in a variety of organizational structures, including multi-graded classrooms.

Developing balanced, integrated German instruction is a creative process that is shaped by the teaching style, resources, and strengths of each teacher, by the interests, abilities, and talents that each new group of students brings to the classroom, and by the needs of the community.

Some areas of balance to consider in planning include the following:

- four general learning outcomes
- three modes of communication: productive, interpretive, and interactive
- text types: oral, written, and multimedia texts (which include a variety of expository or informational, narrative, poetic, and dramatic texts; and a variety of forms and genres such as videos, magazines, letters, charts, and computer programs)
- various functions: imparting and receiving information; expressing emotions and personal perspectives; getting things done; extending knowledge of the world; forming, maintaining, and changing interpersonal relationships; and for imaginative purposes and personal enjoyment
- grouping patterns: individual, pairs, small groups, large groups, whole class, heterogeneous, homogeneous, student-directed, teacher-directed
- various levels of language proficiency and the language background and experiences of the student
- various learning styles and multiple intelligences

- various rates of student learning, addressed by providing pre-teaching, review, and additional practice for some students, and challenging extension activities for others

Planning for balance while ensuring sufficient instruction and practice in all the learning outcomes defined for a particular grade or course is a challenging task. Choosing particular ideas and strategies precludes using others. It is unlikely that a teacher would use all the suggestions for instruction and assessment for a specific learning outcome with a particular grade. For example, various types of journals and logs are discussed: personal journals, reader response journals, learning logs, and writers' notebooks. Students likely would not maintain all of these simultaneously.

Yearly Planning

Long-range planning is making difficult decisions about the direction of our programming based on our best professional judgment. Long-range planning is problem solving. Long range plans are often viewed as a finished product rather than a working document and as a "means to an end." If planning is to be effective and of value to the teacher, risk taking, continual monitoring, and subsequent modifications are valued parts of the process. A real year plan will reflect changes and will be a working document, not a polished masterpiece.

To begin long range planning:

- Know and use the curriculum.
- Focus on how the planning will help you and your students, not on the product or what someone else might expect.
- Look at the different types of long-range planning and consider those which best meet your needs.
- Remember that there is no one right way to plan.

There are many types of long-range plans. Teacher should choose a style that meets their needs and the needs of the specific instruction groups.

Thematic Planning

Traditionally, thematic planning has been considered the domain of primary teachers although it has been widely used in gifted education. Varieties of thematic planning are now in many settings from early education onwards.

Thematic planning has proven especially helpful to teachers of multi-age and combined class groupings. Where teachers plan for a wide range of abilities, thematic teaching allows all students to build knowledge, skills, and attitudes—experiencing success at their own level within a collaborative whole-class environment.

Thematic planning also is chosen by teachers who tend to look at the global picture, rather than seeing discrete, sequenced units. It may also be preferred by teachers who like to work collaboratively with other teachers or draw on the concepts and experiences which students are being exposed to in other settings. Although there are many approaches to thematic planning, basically thematic teaching differs from subject-based planning in that priority curricular expectations are linked and/or clustered deliberately across subject areas. Thematic teaching often takes place in larger blocks of time created by merging periods of time apportioned to each subject area.

In another thematic approach, teachers pick up a **common thread** within several subject areas.

Teachers may **sequence** topics or units of study to coincide with one another. Similar ideas are taught together at the same time.

Some teachers base their year around large issues or questions that **encompass** all or almost all areas of curriculum. This planning requires in-depth knowledge of curricula and a willingness to create or modify existing resources.

Benefits of Thematic Planning

Recent **brain research** tells us that learning is enhanced when inter-related areas are linked. To maintain and extend memory networks, students need to test their memories in stimulating and meaningful contexts. Both the relevance of the material to the learner and the emotional involvement of the learner are important components in effective learning. By choosing themes that are relevant and of interest to students in the classroom, thematic planning links and builds knowledge in a "brain-friendly" way.

Motivation is important in learning. In well-conceived thematic instruction, successful experiences are fostered for a wide range of students and differing expectations become the norm. Thematic planning allows for more extensive and intensive exploration of a specific area of interest or study. This helps students build enthusiasm and become more reflective and involved in their own learning.

The thematic approach allows a wide range of students to experience success and **achievement** at their own levels. Disadvantaged students link with their background knowledge and read materials on the theme at their own level, enhancing achievement. Gifted learners move beyond a core of basic learning experiences. Thematic units that allow for more in-depth explorations and learning allow students to process more and become more active learners. Authentic assessments tend to be utilized within the thematic approach, allowing more students to demonstrate their success.

Effective instructional techniques are fostered within the thematic structures. Teachers gain enthusiasm by learning along with students—acting as role models of continuous learning and problem solving. Important changes may occur in classroom dynamics as teacher and students use the word we more than I. With instruction that is less fractured, many teachers enjoy the flow of thematic teaching and experience a feeling of success in reaching more students.

Helpful Hints for Thematic Planning

- Choose themes and/or topics that are guided by the learning outcomes you wish to develop. These should be the focus of the planning.
- Carefully select themes that are appropriate for the age and interests of students and complement the areas of experience recommended.
- Try, where you can, to choose broad rather than narrow thematic topics or open up topics through the use of ambiguous titles. Check the area of experience for each grade level to guide your selection of unit and lesson plans.
- Start with a manageable project in thematic planning and build from there. It's all right to start your year with a theme, and then focus on specific tasks or areas of language development!
- Communicate learning goals for the year and your thematic plans to parents and students. Chart your thematic year plan for Open House at the beginning of the year.
- Ensure that parents see curricular expectations specifically on student assignments, displays, evaluations, and portfolio samples throughout the year to reassure them. Regular newsletters previewing upcoming themes and activities add to parental buy-in.
- Remember that a year plan is a working document that will be periodically reviewed and revised.
- Teachers may choose to teach thematically, but continue routine task-based learning activities such as dialogues, role-playing, learning journals, etc.

Long-Range Planning Review

- Choose a style of planning that suits your needs: subject-based, thematic (integrated), strategic, or a combination of several.
- Select priority expectations from the curriculum based on your knowledge of your students, and highlight these on curricular checklists.
- Develop a year plan that logically flows and develops priority curricular expectations.
- Remember that a year plan is a working document that will be periodically reviewed and revised.
- Focus on what the students will learn, not just the activities they will engage in.

Task-based or Project-based Language Learning

A task-based approach to learning German is designed to have students develop language competence and communicative skills by doing things rather than by simply studying the language. The students no longer begin by learning the form or grammar of the language. Instead, they find themselves in a situation where they must use the language for a definite purpose, to complete a clearly defined task or project. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning and context to all language activities.

All content, activities, and evaluation in the unit grow out of the task. Specific language content is determined once the task has been identified. Explicit teaching of grammar rules, exercises which concentrate on form, and practice of specific strategies all have their place in the classroom, but they will be done as a result of the students' need to know elements of the German language in order to accomplish the task more effectively. The task provides an organizational framework within which all skills, knowledge, and attitudes are developed.

Choosing a Task or Project

The choice of tasks will be based on the interests of students while at the same time covering as broad a range of areas of experience as possible. It is important that the task be flexible enough to allow for some differentiation. In this way, students with different levels of proficiency, different interests, and different backgrounds can work together and learn from one another.

Good projects or tasks should

- match the interests of the students
- require students to focus on meaning and purpose
- draw objectives from the communicative needs of students
- involve language use in carrying out the task
- provide opportunities for language practice
- allow for flexible approaches to the task, offering different routes, media, modes of participation, procedures
- allow for different solutions, depending on the skills and strategies drawn on by students
- be challenging, but not threatening
- require input from all students in terms of knowledge, skills, and participation
- promote sharing of information and expertise
- allow for co-evaluation by the student and the teacher of the task and of the performance of the task

- provide opportunities for students to talk about communication (metacommunication) and about learning (metacognition)
- provide for monitoring and feedback
- be effective and efficient (i.e., the effort to master aspects of the language should "pay off" in terms of communicative competence, or cognitive and affective development of the learner)

The order in which the tasks are undertaken is usually decided based on their level of difficulty, which depends on a number of factors:

- the characteristics of the learner
- the amount of contextual support provided to the learner
- the cognitive difficulty of the task
- the amount of assistance provided to the learner
- the complexity of the language which the learner is required to use
- the amount and type of background knowledge required

Some of these factors are variable (e.g., the amount of support provided), while others are not (e.g., characteristics of the learner).

In the following table, some of the factors which determine the relative difficulty of a task are outlined. By examining a task in relation to these factors, a task that is appropriate for the students can be chosen.

less difficult → more difficult				
cognitive complexity	describing	sequencing	choosing	
	classifying	identifying principles	evaluating	
listening	one speaker	two speakers	three speakers	four or more speakers
	familiar topic		unfamiliar topic	
speaking	taking short turns		taking long turns	
	familiar, sympathetic conversation partner		unfamiliar, uninvolved individual or group	
	familiar topic, well-organized memory		new topic or experience, not well organized	
text type	description	instructions	storytelling	proving and justifying opinions
	few elements, properties, relationships, characters, factors		many elements, properties, relationships, characters, factors	
	ample contextual support (titles and subtitles, pictures or diagrams, etc.)		little contextual support	
language	simple		complex	
	less interpretation required (information is explicit)		more interpretation required (information is implicit)	
	more redundant (information is repeated in different ways)		more dense (information is given only once)	
task type	one-way transfer of information		two-way exchange of information	
	convergent		divergent	
	concrete, "here and now"		abstract, different time or place	
support	more		less	

Sometimes a task may, at first, appear too difficult for the students, but if it is of great interest to them, it can be sometimes be undertaken by adjusting some of the above variables to make it less difficult. In the same way, the same task can also be made more or less difficult for different groups of students in mixed-level classes.

The table below provides some ideas for tasks that students could undertake at this level. Students can be expected to complete between five and eight of the more complex tasks in the course. Some tasks could be the focus of a unit of study which could take from 15 to 20 hours to complete. See the next section for more information on unit planning.

<table>
<tr><th colspan="4">Global Task List</th></tr>
<tr><th>Make a/an</th><th>Learn a/an</th><th colspan="2">Do a/an</th></tr>
<tr><td rowspan="5">list
booklet
big book
pamphlet or brochure
dictionary
recipe book
guide
picture album
poster
mural
collage
model
class display
crest
map
calendar
greeting card
menu
family tree
cover (book, CD, video)
game board
advertisement
comic strip
puppet
classified ad</td><td>game
sport
song
dance
poem
story
nursery rhyme
craft
(then make up a new one)</td><td colspan="2">survey
research project
simulation
role play
interview
demonstration
debate
biography
critique</td></tr>
<tr><td></td><th>Keep a log of</th><th>Plan a/an</th></tr>
<tr><td></td><td>books read
TV programs watched
weather
travel</td><td rowspan="3">trip
self-improvement
project
exchange
immersion weekend
excursion
meal
celebration
guest speaker
visit</td></tr>
<tr><td></td><th>Present a/an</th></tr>
<tr><td></td><td>fashion show
puppet show
play
dance
concert</td></tr>
<tr><th colspan="2">Solve a problem</th><th colspan="2">Write and send a/an</th></tr>
<tr><td colspan="2">jigsaw task
information gap
cloze activity
grammar dictation
science experiment
math problem
make a decision</td><td colspan="2">personal letter
greeting card
email message
letter to the editor
business letter
invitation</td></tr>
</table>

Unit Planning

Unit planning when using a task-based approach to second language learning is a little different than planning for a more traditional language-based approach. Instead of beginning with the linguistic content (vocabulary, grammar, functions), you begin with a theme or topic and a task. The language content grows out of the task and the resources used for the task. The following steps provide a list of considerations for unit planning:

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

2. Decide on a unit task that is appropriate to the theme, is of interest to the students, and is within their capabilities, both from a cognitive and a language point of view. Students can participate in this step as well. This task becomes the main element around which the unit is organized. The unit task will most often take the form of a project that can be worked on over a period of several weeks. See the Global Task List on the preceding page for suggestions.

3. Look for resources which might be useful in preparing students to carry out the task. Resources should be attractive and rich in visual supports such as charts, pictures, diagrams, etc. Once the resources have been found, analyze them for elements that might need to be introduced, for example, a particular accent in an audio text, a cultural reference, strategies needed to deal with an authentic document, idiomatic expressions, and so on.

4. Analyze the task to determine what the students will need to know and to learn in order to be able to carry out the task. Think about the product the students will produce (the project or task), but also about the process they will go through in producing the product (e.g., working in groups, doing research, interviewing people). Think about language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge, and so on. Think about the resources you have found for the unit.

5. Outline a series of steps or mini-tasks directly related to the unit task to help the students learn and practise the language they will need to carry out that task. Some of these mini-tasks might focus on particular language functions (applications), building vocabulary around the theme or topic, learning and practising specific grammatical structures, analyzing the characteristics of a particular text type, developing a cultural element, working on a learning strategy, and so on.
    - It is a very good idea to begin a unit with an activity that stimulates the students' interest in the topic, and helps them make connections between what they already know about the topic and what they will be learning. This introductory activity also starts to establish the linguistic base necessary for the rest of the unit, although it should not include the formal teaching of a pre-determined list of vocabulary. Vocabulary for the unit is better taught as the need arises throughout the whole unit.
    - It is also very helpful to end the unit with an activity that leads students to reflect on the unit. This can include discussion about what they learned, the strategies they used, and how their attitudes may have changed. It can also include planning for future units based on perceived gaps in their knowledge and skills. This step is important for developing metacognitive strategies and independent learning.
6. Determine the specific learning outcomes for the unit, keeping in mind all four components (applications, language competence, global citizenship, and strategies).
7. Think about aspects of the unit that could be adapted to accommodate the needs, interests, and aptitudes of different students. Be prepared to be as flexible as possible without compromising the objectives of the unit.
8. Plan student assessment and evaluation. Integrate assessment throughout the unit.

Although unit planning is presented above as a series of steps, for most people, it will involve going back and forth between steps, rather than progressing straight through from step 1 to 8. Some of the planning will take place beforehand, and some as the unit progresses.

Grade 9 to Grade 12 German Language and Culture

Planning Tools

Areas of Experience

See Appendix D for a list of appropriate areas of experience.

Grammatical Elements

For lists of grammatical elements, see Learning Outcome 2.1.4 on pages Grade 9–26 to 30, Grade 10–28 to 32, Grade 11–30 to 34, and Grade 12–28 to 32.

Learning Resources

In planning yearly unit and lesson plans, teachers will find it helpful to refer to the annotated bibliography of German learning resources. The annotated bibliography may be found online at the Manitoba Education, Citizenship and Youth website at http://www.edu.gov.mb.ca/k12/learnres/german/german_k-s4bib_05.pdf .

Planning Your Year

Grade Level(s):_____ School Year: _____ Teacher(s): _____

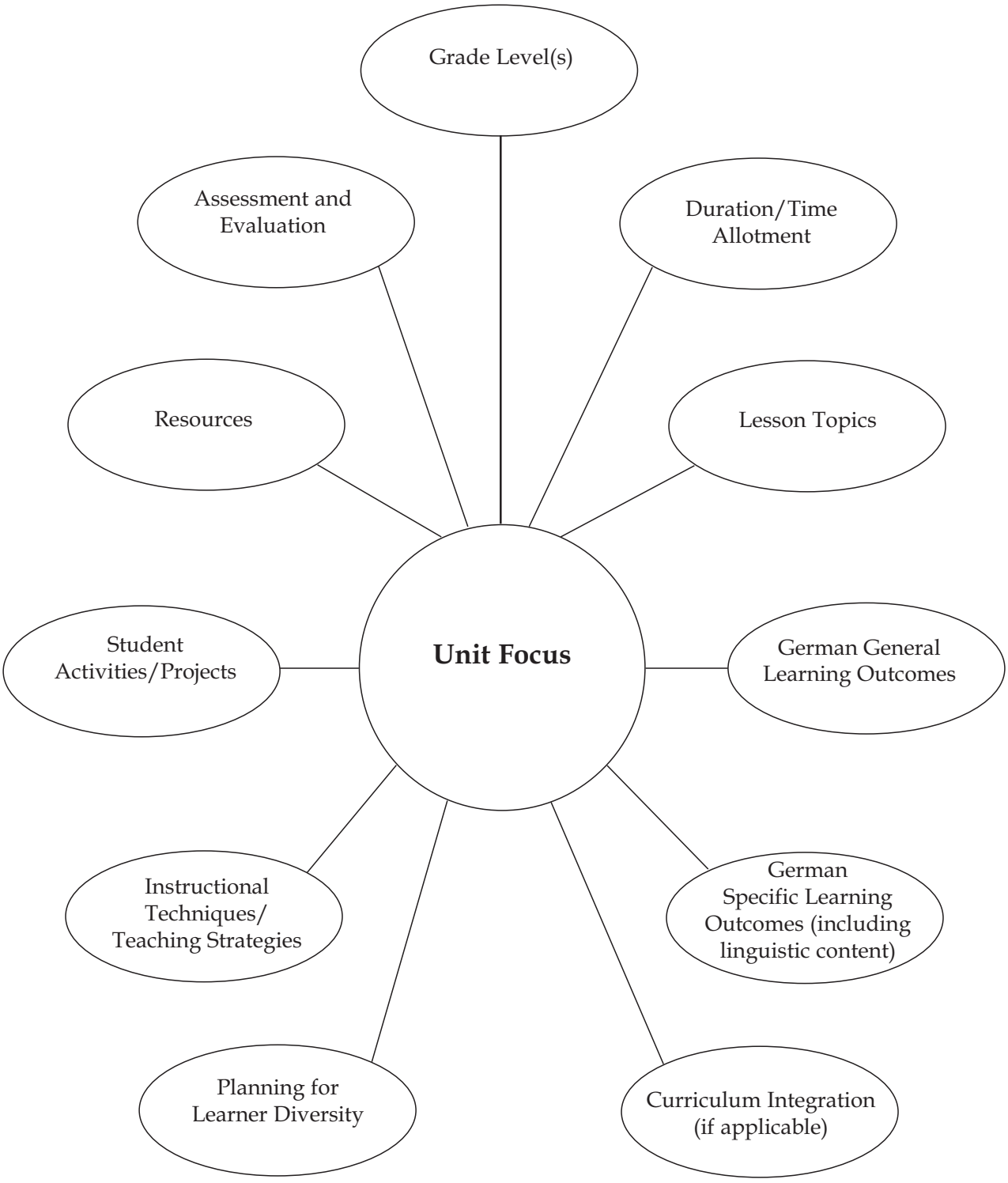
	September	October	November	December	January
Unit(s)					
Learning Outcomes					
Instructional Approaches and Learning Activities					
Resources					
Assessment and Evaluation					

Planning Your Year

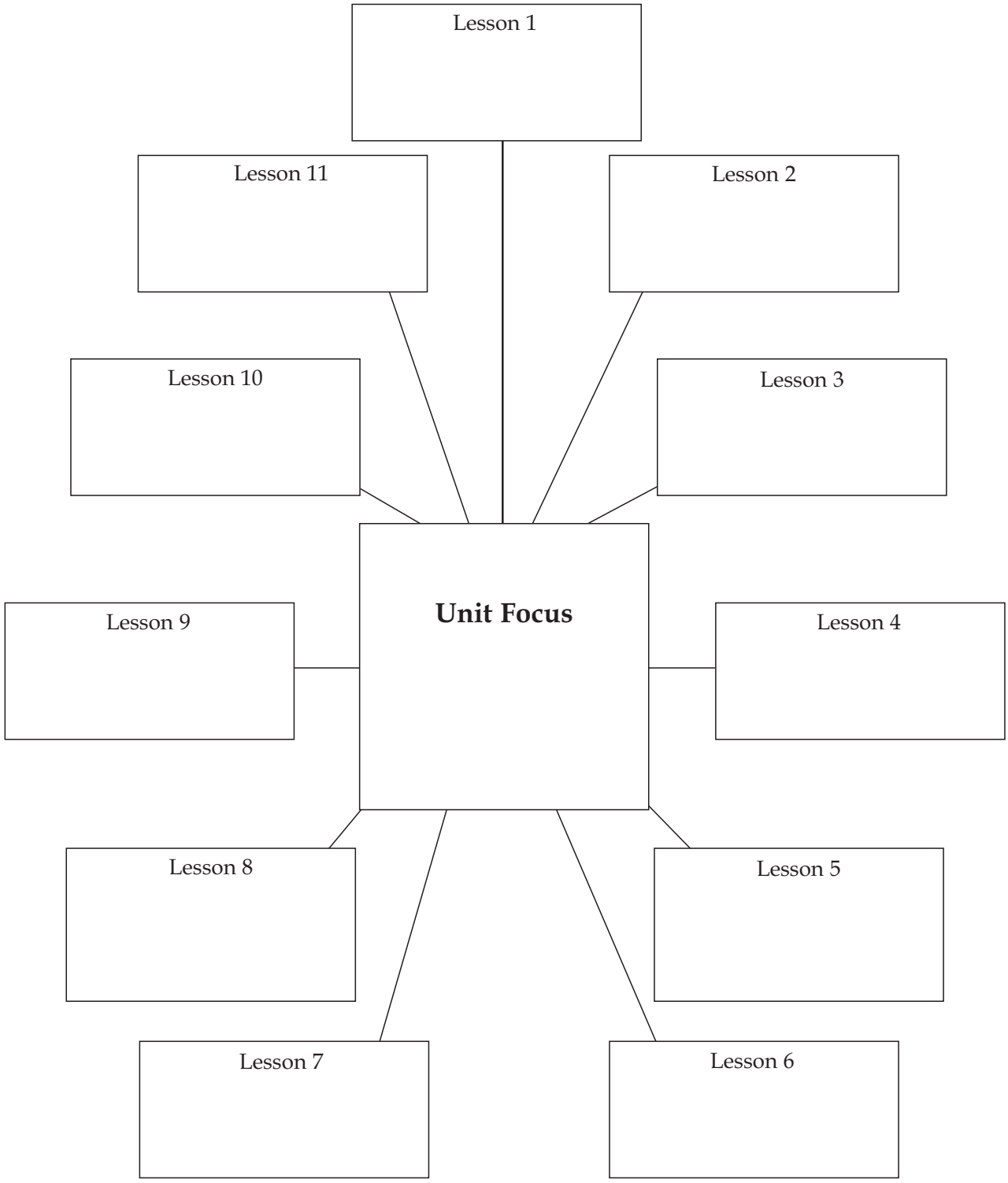
Grade Level(s):_____ School Year: _____ Teacher(s): _____

	February	March	April	May	June
Unit(s)					
Learning Outcomes					
Instructional Approaches and Learning Activities					
Resources					
Assessment and Evaluation					

Unit Components



Unit Components



Unit Plan:

Day/ Sequence	Lesson Topics	Learning Outcomes	Instructional Strategies and Learning Activities	Major Resources	Assessment/ Evaluation	Planning for Diversity of Learners
Day 1						
Day 2						
Day 3						
Day 4						

Unit Plan Overview	
Unit Focus:	**Grade Level(s):**
Duration/Time Allotment	
Lesson Topics	
German Language and Culture Learning Outcomes ✦ General Learning Outcomes ✦ Specific Learning Outcomes (including linguistic content)	
Curriculum Integration (if applicable)	
Planning for Learner Diversity	
Instructional Strategies/ Teaching Techniques	
Student Activities/Projects	
Resources	
Assessment and Evaluation	

Integrated Unit Plan Overview

Unit Focus:_____ Grade Level(s): _____ Teacher(s): _____

German Language and Culture	_____ **Subject Area**
General Learning Outcomes: Specific Learning Outcomes:	Learning Outcomes:

Instructional Strategies and Learning Activities

Planning for Diversity of Learners	Resources	Assessment and Evaluation

Unit Planning Checklist

- ❑ Have you selected the learning outcomes you wish to focus on in this unit?
- ❑ Have you considered student needs, interests, and abilities and incorporated students' input?

  Have you considered the relevance of this unit to
  - ❑ students' lives outside of the school context?
  - ❑ students' language and learning experiences in other subjects?
  - ❑ students' continued language development?
- ❑ Can you identify the learning outcomes related to language competence and applications that students will attain?
- ❑ Have you incorporated appropriate global citizenship learning outcomes into the unit?
- ❑ Can you identify the historical and contemporary elements of the German-speaking cultures present in the language competence content of the unit?
- ❑ Can you provide a rationale for the unit?
- ❑ Have you selected interesting, useful, and varied resources to accompany the unit?
- ❑ Have you included a variety of instructional strategies, language experiences, and activities?
- ❑ Have you provided opportunities for students to apply listening, speaking, reading, and writing skills in different contexts?
- ❑ Does the unit plan allow for flexibility and adaptation?
- ❑ Have you provided opportunities for student input and collaborative decision-making?
- ❑ Have you determined appropriate assessment and evaluation techniques?
- ❑ Have you considered possible unit extensions and applications?

Integrated Lesson Plan Overview

Lesson Title: _____ Lesson #: _____

Unit Title:_____ Level(s): _____ Dates/Duration: _____

Outcomes

German Language and Culture:

- General Learning Outcomes
- Specific Learning Outcomes
- Other Subject Area Connections

Lesson Description
(Learning Activities, Instructional Strategies, Sequence, etc.)

Background Information/Notes

Planning for Diversity of Learners

Resources

Assessment and Evaluation

Integrated Unit Plan Overview

Unit Focus: _____ Integrated Subjects: _____

Grade Level(s): _____ Teacher(s) _____ Duration: _____

German Language and Culture General Learning Outcomes: Specific Learning Outcomes (including linguistic content):	**Subject:** _____ Outcomes:		
Instructional Strategies and Learning	**Planning for Diversity of Learners**	**Resources**	**Assessment/ Evaluation**

Lesson Plan Format

Subject(s): _____

Lesson plan made by: _____ Grade: _____ School: _____ Date: _____

Learning Outcomes:

Planning for diversity of learners:	Prerequisite knowledge, skills, strategies, and attitudes:

Organization decisions to achieve the learning outcomes:

	Time	**Learning Activities**	**Instructional Strategies**	**Resources**
Introduction				
Sequence of activities in main body of lesson				
Conclusion				

Assessment and Evaluation

Lesson Plans

Learning Outcomes:

Planning for Diversity:

Resources:

Method:

Assessment/Evaluation:

Long-Range Plans

Grade Level(s): _____ School Year:_____ Teacher: _____

Unit Focus: Duration: Unit Description: Learning Outcomes:	Unit Focus: Duration: Unit Description: Learning Outcomes:
Unit Focus: Duration: Unit Description: Learning Outcomes:	Unit Focus: Duration: Unit Description: Learning Outcomes:

Grade 9 to Grade 12 German Language and Culture

Grade 9 Sample Plan: The Family and Family Celebrations

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Grade 9 to Grade 12 German Language and Culture

Grade 10 Sample Plan: Health

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Grade 9 to Grade 12 German Language and Culture

Grade 12 Sample Plan: Wohnungen in Deutschland

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Grade 9 to Grade 12 German Language and Culture

Appendices

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APPENDIX A: GLOSSARY

Authentic Situations: These refer to real-life situations one would encounter in a German-speaking community (e.g., in a bakery, store, restaurant, etc.).

Cohesion and Coherence: Cohesion and coherence are two important elements of discourse. Cohesion in a discourse sequence is created by many words or phrases that link one part of the text to another. Coherence is more concerned with the large structure of texts: a single theme or topic, the sequencing or ordering of the sentences, the organizational pattern (temporal sequencing, cause and effect, condition and result, etc.). Texts that are cohesive and coherent are easier to interpret.

Content-Based Language Learning: In content-based language learning, students learn a second language while they are learning content from another subject area. This is the approach taken in bilingual programming.

Cornell Notes: "Cornell notes" is a form of note-taking that helps students organize their notes regarding a presentation or reading task, identify key words and concepts, and find important information quickly.

The Cornell note-taking technique simply divides a page into the following:

- Left column (approximately 1/3 of the page): main ideas
- Right column (approximately 2/3 of the page): details
- Bottom (approximately 1/5 of the bottom of the page): summary

This strategy may be used to:

- Outline an article, an entire text, or a chapter in a text.
- Take notes on a lecture or presentation.

Culture: The members of the culture task force of the *National Core French Study* (LeBlanc) have defined culture as "the general context and way of life. It is the behaviors and beliefs of a community of people whose history, geography, institutions, and commonalities are distinct and distinguish them to a greater or lesser degree from all other groups."

Historical and contemporary elements of the culture may include historical and contemporary events, significant individuals, emblems or markers of national identity (myths, cultural products, significant sites, events in the collective memory), public institutions, geographical space (regions, landmarks, borders, frontiers), social distinctions, conventions of behaviour, beliefs, perceptions, and perspectives.

Discourse: Discourse is connected speech or writing that extends beyond a single sentence or utterance.

Discourse Features : The term "discourse" refers to the organization of language in units greater than the sentence. Although this is a complex topic involving many aspects of language, teachers need be concerned for the most part about only three kinds of discourse features: rhetorical organization, discourse markers, and theme-rheme structure.

Rhetorical organization refers to the way stretches of text larger than the sentence are constructed. The classic example is paragraph structure, often recommended to be the following: topic sentence ➔ supporting details ➔ concluding sentence. Other examples are textbook organization, the structure of friendly letters and business letters, the format of science experiment reports, and the organization of essays (descriptive, expository, etc.) and narratives.

Discourse markers are used to achieve textual cohesion. Terms like *nevertheless, in spite of, consequently, therefore, in contrast to, in comparison to,* and *on the other hand* are infrequent in every day communication, so students need to be taught their meanings and the proper grammatical usage.

Theme-rheme structure refers to the organization of information with sentences. From the point of view of information organization, most sentences consist of two distinct parts:

a) the topic, or what is being talked about. Some linguists call this the theme of the sentence. It is followed by—

b) the comment, or what is said about the theme. This is often called the rheme of the sentence.

   For example, consider the following discourse. Mary: "Where's your brother?" Bill: "He's in the shower." In Bill's response, "he" is the theme (what is being talked about), while "('s) in the shower" is the rheme (what is said about "he"). Notice that in normal discourse the theme typically consists of "given" information, whereas the rheme is usually "new" information. In students' answers to written questions like "What is a meteorologist?", the response would be "A meteorologist (theme—given information—comes first) is a person who studies the weather (rheme—new information—follows theme)."

Diverse, Diversity: Within most cultures, there are groups of people who have cultural beliefs, values, and practices that are different from the majority or mainstream culture. These differences may be based on religion, national or ethnic origin, social class, race, or colour.

Exploratory Language: Exploratory language is language used to explore the thoughts, ideas, opinions, etc. of oneself or others. Examples of exploratory language include the following: What if...? How? I wonder...

I-Charts (Inquiry/Information Charts): *What Is An I-Chart?* An I-Chart is a note-taking strategy that guides students in selecting and organizing relevant information from reference material. I-Charts offer a planned framework for examining critical questions by integrating what is already known or thought about the topic with additional information found in several sources. The strengths of an I-Chart include the following:

- Organizes information from several sources easily
- Organizes subtopics based on student questions which were developed from their own prior knowledge
- Provides consistent organization
- Provides ongoing process of critical evaluation by the student

How Does It Work? In creating an I-Chart for a given topic, students will have several questions to explore. These are found at the top of each individual column of the chart. The rows are for recording, in summary form, the information students think they already know and the key ideas pulled from several different sources of information. The final row gives them a chance to pull together the ideas into a general summary. At this point students will also try to resolve competing ideas found in the separate sources and develop new questions to explore based on any conflicting or incomplete information.

How Does It Look, Generally? The I-Chart that appears below is a sample. Teachers and students can create for themselves I-Charts to help analyze several sources of information. Teachers and students should feel free to modify the charts to meet their needs.

	Question Area 1	Question Area 2	Question Area 3	Question Area 4
What I think/				
Source #1/				
Source #2/				
Source #3/				
Summary/				

Idiomatic Expression: An idiom or an idiomatic expression is a word or group of words that is used in a particular language that has a commonly accepted meaning that is not the literal meaning and does not follow regular grammatical usage. Some examples are *happy as a lark* (very happy), and *I'm fed up* (I've had enough, I'm disgusted, bored).

Independent Situations: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

K-W-L: K-W-L is the creation of is a 3-column chart that helps capture the Before, During, and After components of a particular learning event or task. It helps students to activate their prior knowledge, plan for or think about what knowledge they want to acquire, and reflect on what they have learned as a result of their engagement in the learning activity or task.

- **K** stands for **Know**

  What do I already know about this topic?

- **W** stands for **Will** or **Want**

  What do I think I will learn about this topic?

  What do I want to know about this topic?

- **L** stands for **Learned**

  What have I learned about this topic?

How Does It Work?

1. On the chalkboard, on an overhead, on a handout, or on students' individual clean sheets, three columns should be drawn.
2. Label Column 1 K, Column 2 W, Column 3 L.
3. Before the task or learning activity, students fill in the Know column with everything they already know about the topic. This helps generate their background knowledge.
4. Then have students predict what they might learn about the topic, which might follow a quick glance at the resources or materials which they may be using for the activity/task. This helps set their purpose for reading and focuses their attention on key ideas.
5. Alternatively, you might have students put in the middle column what they want to learn about the topic.
6. After reading, students should fill in their new knowledge gained from the learning activity/task. They can also clear up misperceptions about the topic which might have shown up in the Know column before they actually engaged in the learning activity/task. This is the stage of metacognition: did they get it or not?

Language Learning Strategies: These are actions taken by learners to enhance their learning.

Cognitive strategies operate directly on the language and include such things as using different techniques for remembering new words and phrases, deducing grammar rules or applying rules already learned, guessing at the meaning of unknown words, or using different ways to organize new information and link it to previously learned language.

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

Social strategies are actions learners take in order to interact with other learners or with speakers of German.

Affective strategies are methods learners use to regulate their emotions, motivation, and attitudes to make them more conducive to learning.

Language Use Strategies: These are actions taken to enhance communication. The strategies in the curriculum are organized according to the three communicative modes: interaction, interpretation, and production.

Language use strategies can be seen as a sub-category of language learning strategies since any action taken to enhance communication or to avoid communication breakdown can be seen as increasing the chances that language learning will take place. Language use strategies can, however, be used with no intention of trying to learn the language better.

Lexicon: Lexicon covers all kinds of words, both content words (e.g., *dog*, *run*, *happy*) and function words (e.g., *him*, *from*, *but*). It also includes lexical phrases, which are groups of words that function like a single word (e.g., *all of a sudden*).

Mechanical Features: These are the conventions used to make written text easier to read. They include such things as capitalization, punctuation, paragraphs, titles, or headings.

Modelled Situations: The term is used in the specific learning outcomes to describe distinct situations in which students may be supported to produce speech or use language. Modelled situations include the provision of a language model that can be directly imitated (such as "Hello!" "Hello!") or situations in which a small part of the modelled phrase can be changed or manipulated following a pattern (such as "I like pizza." "I like spaghetti.").

Morphology: Morphology is the part of grammar that deals with changes in words that mark their function in the sentence (e.g., changes in verb endings or adjectives to mark agreement).

Non-verbal Communication: A large part of what we communicate is done without the use of words. Meaning can be communicated by gestures, eye contact, facial expressions, body language, physical distance, touching, as well as by sounds, noises, and silence.

Register: Register is the level of formality of speech or writing based on the social context in which the language is used. Casual conversation uses an informal register while situations like a public lecture or a radio broadcast demand a more formal register. The language used in a personal letter to a good friend or a close family member differs considerably from a formal letter in the business world.

Social Conventions: These are the customs that accompany speech in social situations. They include actions such as bowing, shaking hands, or kissing; topics that are taboo in conversation; conventions for turn-taking and interrupting or refusing politely; and appropriate amounts of silence before responding.

Structured Situations: This term is used in the specific learning outcomes to describe how teachers and other helpful conversational partners use methods tailored to help second language learners understand and produce language.

Oral language is more easily understood if speech is slow and clearly articulated with pauses to assimilate meaning and if it is accompanied by gestures, facial expressions, body language, or visuals, which help to express the meaning. Language learners will have less difficulty understanding a familiar speaker (one whose voice, accent, and speech habits are well-known to them) speaking about a topic that they know well and are interested in.

Written language is more easily understood if, for example, there are illustrations to support the text, titles and sub-titles to guide the reader, and the topic is a familiar one.

Both oral and written production can be structured by providing students with language models (e.g., sample sentence structures, text forms, patterns of social interaction) and a language-rich environment (e.g., illustrated thematic vocabulary lists on classroom walls, labels on classroom objects, correction guides, illustrated dictionaries). As students become more proficient, these supports can gradually be removed until the language they are exposed to closely resembles language in authentic situations.

Task-Based Language Learning: In task-based language learning, classes are structured around meaningful tasks rather than around elements of the language itself, such as grammar structures, vocabulary themes, or language functions.

Text: Any connected piece of language, whether spoken utterance or a piece of writing, which language users/learners interpret, produce, or exchange. There can thus be no act of communication through language without a text.

Text Forms: Different kinds of texts have typical structures. A letter, for example, has a different form or structure than a report or a poem. An oral interview is different from an announcement or an oral presentation. A sample list of text forms can be found in Appendix B.

Unstructured Situation: A situation in which vocabulary, grammatical structures, speed of delivery, and the like are not tailored for the second language learner; rather, the oral or written text is geared toward the German-speaking culture, as would be found on authentic radio or television and in authentic print materials.

Variations in Language: Within any language, there are variations in the way people speak and write. Language can vary with the age, gender, social class, level of education, and occupation of the speaker. It can also vary from region to region within a country. Variations include differences in accent, vocabulary, and sometimes syntax as well as different social conventions.

NOTES

Appendix B: 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, and personal messages
Maps
Menus
Newspaper and magazine articles
Plays
Poetry
Programs
Questionnaires
Recipes
Reports and manuals
Short stories and novels
Signs, notices, and announcements
Stories
Textbook articles
Tickets, timetables, and schedules

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
TV programs
Websites

Appendix C: Annotated List of German Language and Culture Websites

The World Wide Web is a wonderful but complex resource that has much potential to support and enhance the classroom experiences of international language learners and to assist teachers in accessing resources and information as needed.

The websites and resources listed and described in this bibliography have been chosen because they have been identified by teachers as complementing and supporting the implementation of the German Language and Culture curricula. Many of the websites listed are rich in resources and have many "layers." Thus, they can be "mined" extensively and may be useful for many purposes and learning activities. Teachers should take the time to become familiar with each site and explore all its dimensions and resources.

The websites included in the bibliography have been sorted into a few broad categories, which complement the curriculum and suggested areas of experience for various grade levels. However, many sites could be listed under several categories. To avoid redundancy, we have elected to list websites only once in the bibliography, except where a particular page or section of the website is particularly relevant to an important or essential aspect of the curriculum.

In some cases, websites have been selected as examples of what is available on the Internet for classroom or self-study purposes.

General Country Information—German-speaking countries

German Government Official Homepage
<*http://www.bundesregierung.de/Webs/Breg/DE/Homepage/home.html*>

This site offers information about the German government and the German perspective on current issues pertinent to both Germany and across the globe. Also available are the latest news press releases and copies of speeches pertaining to government issues. (In German and in English.)

Deutsche Botschaft Ottawa—The German Embassy in Canada
<*http://www.ottawa.diplo.de/Vertretung/ottawa/en/Startseite.html*>

This site offers important information about Germany's foreign policy, especially in the context of its relationship with Canada. Also included is general information about business, science, technology, environment, lifestyle, culture and education in Germany. (In German and in English.)

Official Homepage for the Principality of Liechtenstein
<*http://www.liechtenstein.li/en/*>

This site contains general information about the Principality of Liechtenstein. Topics covered include: government, economy, sports, tourism, culture, art, education, and science. (In German and in English)

Site of the Grand Duchy of Luxemburg—National Tourist Office
<*http://www.ont.lu/home-en.html*>

This site offers general information about the country of Luxemburg. Topics covered include: tourist attractions, accommodations, restaurants, culture, sports, local products, annual events and important information for travelers to Luxemburg. (In German and in English)

Tourist information—Luxemburg
<*http://www.lcto.lu/html_de/index.html*>

This site contains information about the country of Luxemburg. Topics covered include: sites and attractions, guided tours, accommodations, restaurants, culture, history and other useful information for travelers to this small country. (In German and in English)

Official Website of the Austrian Federal Chancellery
<*http://www.austria.gv.at/*>

This site contains information regarding the Austrian government and its domestic and foreign policy. One can find press releases regarding Austria's involvement in world politics and information on the organization of the Austrian government. (In German and in English)

Vacation in Austria—Austrian National Tourist Office
<*http://www.austria.info/xxl/_site/us/_area/416153/home.html*>

On this website, one can find general information about the country of Austria. Topics include: trade, geography, natural resources history and famous people. Much of the site is dedicated to helping a person to plan a vacation in Austria. Information on accommodations, dining, travel within the country, weather, and other helpful tips for travelers is available. (In German and in English)

Die österreichische Botschaft—Ottawa
<*http://www.austro.org/*>

This site offers information on Austrian politics, its economy, culture and tourism. It also contains information that is pertinent to Canadian travelers to Austria. (In German and in English).

Germany Tourism
<*http://www.germany-tourism.de/*>

This attractive site offers a wealth of valuable information about the country of Germany as well as beautiful photo images of German landscapes, architecture, events and people. Topics include: tips for travelers, accommodations, dining, shopping, touring, etc., as well as extensive factual information about the country and the culture of Germany. (In German and in English)

Swissworld: A Government-Commissioned Primer on Swiss Culture
<*http://www.swissworld.org/en/*>

This site contains information on Switzerland. Topics include: people, government, geography, leisure, environment, science, education, economy, politics and history. Also available are stunning photos of the Swiss people, landscapes and daily life. In addition, there are interesting articles about the Swiss lifestyle and helpful hints about making a presentation about Switzerland. (In German and in English)

Official Website of the Swiss Government
<*http://www.admin.ch/*>

This site offers factual information regarding the organization of the Swiss government. It also contains recent press releases and news about local governmental issues and about Switzerland's involvement in world affairs. (In German and in English)

Swiss Embassy in Ottawa
<*http://www.eda.admin.ch/canada*>

This site contains general information about Switzerland. It not only offers general factual information about the country, such as history, politics, economy, human and physical geography, languages, and education, but also offers valuable tips for travelers to Switzerland. Also included is information regarding Swiss and Canadian relations. (In German and in English)

CIA: The World Factbook
<*https://www.cia.gov/library/publications/the-world-factbook/index.html*>

This website offers statistical information about the world's nations.

German Life
<*http://www.germanlife.com/CurrentEditon/index.html*>

This is a bi-monthly journal about German culture and German influence in North America. (In English)

Facts About Germany
<*http://www.tatsachen-ueber-deutschland.de/389.0.html*>

This is a thorough overview of German culture. Topics include: history, society, government, economy, modern life, foreign policy, media, education and research. (In German and in English)

Deutschland Magazine
<*http://www.magazine-deutschland.de/index_ENG_E1.php?lang=eng*>

This is the online edition of the bi-monthly Deutschland magazine. It contains in-depth articles on current cultural, political and business issues. (In German and in English)

Come to Germany
<*http://www.cometogermany.com/*>

This site offers lots of links from very general to very specific information on Germany. Topics include: composers, literature, architecture, castles, nature reserves, cultural events, religious events and celebrations. There are links to all the major art museums and 360 views of major cities. The main site is in English, but many links connect to German language resources.

AEIOU—Austria Forum
<*http://aeiou.iicm.tugraz.at/aeiou*>

This site contains links to information on various aspects of Austrian culture. Topics include: music, designers, historical photos, Freud, museums and other cultural institutions. (In German and in English)

Professional Associations and Institutions—Links

University of Manitoba—German
<*http://www.umanitoba.ca/faculties/arts/departments/german_and_slavic/ german/index.html*>

This site offers an overview of the German degree programs offered at the University of Manitoba. It also offers information on exchange programs, admissions procedures and courses.

Languages Other Than English (LOTE): Center for Educator Development
<*http://www.sedl.org/loteced/*>

This site offers extensive instructional resources applicable to teachers of languages other than English. There are free, self-guided professional development courses for the language teacher and many downloadable products and publications which can be used or applied in the language classroom.

American Association of Teachers of German
<http://www.aatg.org/>

On this site, teachers will find links to German teaching resources, as well as ideas on how to promote the study of German. The site also provides information on professional development opportunities and links to teaching materials for purchase.

University of Minnesota, Centre for Advanced Research on Language Acquisition (CARLA)
<http://www.carla.umn.edu/>

This site contains information on second language research and programs. CARLA also connects teachers with professional development opportunities and useful resources for instruction and assessment in the language classroom.

Forum Deutsch—The journal of the Canadian Association of Teachers of German
<http://www.forumdeutsch.ca/>

On this site, one will find professional development articles concerning teaching German language and culture.

Goethe Institut
<http://www.goethe.de/enindex.htm>

This site contains a vast array of information concerning German language and culture. It is a useful site for both teachers and students of German. Some of the topics include: the arts, history, politics, language, geography, and education system of Germany. Teacher resources include: annotated links, curricula and methodology materials, professional development opportunities, ideas for promoting the study of German, and language policies. (In German and in English)

Schatzkammer
< http://www.usd.edu/schatzkammer/>

This site is a professional journal for teachers of German language, culture and literature from junior high to early college levels. The journal contains articles on language, pedagogy, literature and *Landeskunde* of German-speaking countries, as well as reference materials for teachers of all levels of German. (Note: must register to use)

German Language, Vocabulary, and Grammar

Pons Dictionary
<*http://www.pons.de/*>

This site offers a free online bilingual German-English dictionary.

Indo-European Languages Tutorial—German Index
<*http://www.ielanguages.com/German.html*>

This site contains lists of German vocabulary by category (with pronunciation guides).

English–German Vocabulary Quizzes
<*http://iteslj.org/v/g/*>

Interactive online quizzes for very basic German vocabulary are available on this site.

German Vocabulary
<*http://sps.k12.mo.us/khs/german/vocab/dtvocab.htm*>

On this website, one will find several lists of words that students often want, but seldom appear in textbooks.

Wie sagt man…?
<*http://www.kokomo.k12.in.us/khssc/depts/forlang/german/vocab/vocab. htm*>

This site contains alphabetically categorized lists of idiomatic and modern expressions that are often not easily found in dictionaries.

Languages Online—Topics: German
<*http://www.education.vic.gov.au/languagesonline/german/ german.htm*>

This site offers thematically categorized German vocabulary with creative songs to help remember and contextualize new words. This teacher-friendly site also has print activities and flashcards.

Grammar of German
<*http://www.wm.edu/modlang/gasmit/grammar/grammnu.html*>

On this site, one will find German grammar lessons, organized by topic. This site offers simple explanations of grammatical concepts and opportunities for online practice.

German Grammar Practice
<*http://www.quia.com/pages/germangrammar.html*>

This site contains extensive links to "quia" interactive online games for practicing German grammatical concepts.

Animated Grammar Tutorials—Deutsch im Netz
<*http://webgerman.com/Animated/index.html*>

This site offers animated PowerPoint grammar lessons, categorized by grammatical concept.

Languages—Germanic
<*http://www.verbix.com/languages/germanic.asp*>

This site provides information on Germanic languages. A brief history of Germanic languages statistics, as well as statistics and samples of each language are given.

Deutsche Dialekte
<*http://webgerman.com/german/dialects/*>

This site contains links to information about German dialects. There are vocabulary lists, samples of text, audio recordings, and articles about the many different dialects of the German language.

World Languages and Cultures
<*http://www.vistawide.com/german/twain_awful_german_language.htm*>

This site provides excerpts from Mark Twain's satirical look at the idiosyncrasies of the German language.

BBC Languages—German Homepage
<*http://www.bbc.co.uk/languages/german/*>

This site contains an online beginner course in German (as well as other European languages). There are videos, quizzes, tests, learning games, audio clips, and grammar tutorials.

Romea und Julian im Netz
<*http://www.ur.se/romjul/*>

This site is an audio course based on the story of Romea and Julian. It offers ten lessons that integrate grammar and vocabulary through the adventures of Romea and Julian. Each of the ten illustrated lessons comes with a vocabulary list, learning activities, and audio files. (Requires RealPlayer.)

Super German Websites
<*http://www.uni.edu/becker/German22.html*>

This site offers an extensive list of links to various aspects of learning about the German language and culture. There are countless links to websites on German grammar, vocabulary, history, literature, culture, geography and politics. There are also links to games, travel sites, online dictionaries, maps, and recipes.

KHS German Teacher Resources
<*http://sps.k12.mo.us/khs/german/germany/teacher/dtteachr.htm*>

This site provides teachers of German with links to professional organizations, lesson plan ideas, games, projects, resources, rubrics, tips for organizing field-trips, as well as general information on German-speaking countries.

WebGerman: Deutsch im Netz
<*http://webgerman.com/*>

This site contains animated Power-point grammar lessons, music, puzzles, games and interactive exercises for students of German. It also offers photos of German signs, symbols, states and cities. For teachers of German, there are links to audio, video, graphics, and text file resources for German language, culture and literature.

Colonel Craig's WWW Links for German
<*http://www.isu.edu/~nickcrai/german.html#mus*>

This site offers an extensive, thematically categorized list of links related to the study of German language and culture.

Web exercises: German Language Practice
<*http://webgerman.com/german/webexercises/*>

This site provides interactive German language exercises for building vocabulary, learning grammatical concepts and gaining an understanding of German *Landeskunde*. There are also games for beginners and problem-solving activities for more advanced students of German.

YJC German Teaching Resources
<*http://www.yjc.org.uk/*>

This site offers links to various ready-made games, activities and video clips related to German language and culture. There are also links to templates for various popular games that are easily adaptable for teaching grammar and vocabulary.

German Language Games
<*http://sps.k12.mo.us/khs/german/germany/teacher/dtgames.htm*>

This site provides instructions for various games that teach the German language in a fun and creative way. Many of the games are adaptable to target different grammatical concepts or vocabulary themes.

German Language Guide
<*http://www.germanlanguageguide.com/*>

This site offers links to specific areas of interest for students of German. Some topics included on this site are German grammar, vocabulary, pronunciation. There is information on German culture, history and literature. As well, there are links to an online dictionary and verb conjugator.

Verb Formen
<*http://en.verbformen.com/*>

This site provides a comprehensive conjugation of any German verb.

Biographies

Famous People from German-Speaking Countries
<*http://www.mckinnonsc.vic.edu.au/la/lote/german/links/topics/famous. htm*>

This site offers links to biographies of various famous German-speaking people.

German Celebrities
<*http://www.germanculture.com.ua/library/links/celebrities.htm*>

This site contains links to biographical information on famous German- speaking people.

The German Way: Famous Germans, Austrians and Swiss
<*http://www.german-way.com/famindex.html*>

This site offers links to biographies of well-known Germans, Austrians and Swiss.

German Inventors
<*http://inventors.about.com/od/germaninventors/German_Inventors.htm*>

This site contains links to biographies of famous German-speaking inventors.

Soccer Fans Info
<*http://www.soccer-fans-info.com/german-soccer-players.html*>

This site provides some biographies and photos of famous German soccer players.

Autorinnen und Autoren

<*http://www.ub.fu-berlin.de/internetquellen/fachinformation/germanistik/autoren/index.html*>

This site contains alphabetically categorized biographies of German-speaking authors. (In German)

Literature

Chronologie der deutschen Literatur

<*http://www.hs-augsburg.de/~harsch/germanica/Chronologie/d_chrono. html*>

This site provides a chronological listing of major German language literary works since the 8th century. Samples of literature are included. (In German)

German Legends—A Selection

<*http://oaks.nvg.org/lg2ra8.html*>

This site offers a long list of links to a selection of German legends.

Projekt Gutenberg

<*http://gutenberg.spiegel.de/*>

This site provides an extensive list of German-speaking writers. It includes biographical information, as well as lists and samples of principal works.

Deutsche Märchenstrasse

<*http://www.deutsche-maerchenstrasse.com/seiten/index.html*>

This is a German website about the places in Germany that appear in Germany fairy tales. It contains a beautifully illustrated map of Germany as well as tips for travelers who would like to personally experience the various locations of "fairy-tale" Germany.

Grimm's Household Tales

<*http://www.northvegr.org/lore/grimmsf/*>

This is a large collection of The Grimm Brother's fairy tales. The tales are presented, with some illustrations, in side- by -side German and English versions.

Learn German with the Fairy-Tales of the Brothers Grimm

<*http://www.geocities.com/gene_moutoux/fairytales.htm*>

This is a teacher-friendly resource for learning German through Grimm's fairy tales. It contains text of selected (and most well-known) Grimm's tales, as well as comprehension questions and preparatory vocabulary lists.

19th Century German Stories
<*http://www.fln.vcu.edu/menu.html*>

This site contains links to various well-known children's books and fairy tales from 19th Century German literature, such as *Max und Moritz*, and *Der Struppelpeter*. It also has quizzes, English translations and vocabulary lists.

The German Fairy Tale Road
<*http://www.bayswaterps.vic.edu.au/lote/maerchen/activity.htm*>

This website offers an extensive class project based on the fairy tales of the Brothers Grimm. It provides activities, maps, links, quizzes, English translations, activities and illustrations of some of the most well-known Grimms tales.

Deutsche Literatur
<*http://sps.k12.mo.us/khs/german/germany/literature/dtlit.htm*>

This site contains links to samples of German literature, biographies of well-known literary figures, and literature lesson plans. There are also links to some Austrian and Swiss literature resources.

Deutsche Literatur und litererarische Epochen seit 1600
<*http://www.xlibris.de/*>

This is a German literary history overview since 1600. It is categorized by period and presented in an easy-to-navigate graphic organizer. You can find information about various literary movements and authors. (In German)

A few love poems by Bertolt Brecht
<*http://www.alb-neckar-schwarzwald.de/poetas/brecht/*>

This site contains a collection of love poems by Brecht in both German and English versions.

Goethe Gedichte
<*http://german.about.com/library/blgoethe2.htm*>

This is a small collection of poems by J.W. Goethe, with side-by-side German and English versions.

The Rilke Website
<*http://picture-poems.com/rilke/poemindex.html*>

This is a complete index of poems by Rainer Maria Rilke translated from German to English. The poems are categorized alphabetically.

Media Resources (TV, Radio, Newspapers, Magazines)

National Geographic—Deutschland
<*http://www.nationalgeographic.de/*>

The German version of the well-known magazine offers articles and beautiful photographs of the world's people, landscapes, flora and fauna.

Stern
<*http://www.stern.de/*>

This site of the popular German news magazine offers current articles on politics, economics, culture, lifestyle, science, technology, health, sports and world events.

Focus
<*http://www.focus.de/*>

This German news magazine offers articles on current issues in sports, politics, health, culture, travel, and science.

Juma
<*http://www.juma.de/*>

This German magazine for young people is available for teachers to download. Back-issues are available from 2000.

German Language Web Radio Stations
<*http://www.hudsoncity.net/culture/german/germradi.htm*>

This site contains annotated links to online radio broadcasts from German-speaking countries.

Deutsche Welle
<*http://www.dw-world.de/select_html/0,,,00.html*>

This site contains general information about Germany and news about current issues in Germany, in Europe and around the world. Also available are live DW radio and TV broadcasts, as well as archived radio broadcasts. (In German and in English)

ListenLive—Germany
<*http://www.listenlive.eu/germany.html*>

This site provides an annotated list of links to a wide variety of radio stations from Germany.

ListenLive—Austria
<*http://www.listenlive.eu/austria.html*>

This site provides an annotated list of links to a variety of radio stations from Austria

ListenLive—Switzerland
<*http://www.listenlive.eu/switzerland.html*>

This site offers a list of links to a variety of radio stations from German-speaking Switzerland.

German Language Television Broadcasts
<*http://broadcast-live.com/television/deutsch.html*>

This site has links to various German television networks, many of which provide live and on-demand German language television broadcasts.

Die Welt
<*http://www.welt.de/*>

This site offers a daily German newspaper.

Sueddeutschezeitung
<*http://www.sueddeutsche.de/*>

This is online version of the daily newspaper from southern Germany.

Der Online Standard
<*http://derstandard.at/*>

This is a daily newspaper from Austria.

Die Tageszeitung
<*http://www.taz.de/?id=start*>

This is a daily newspaper from Germany.

Fine Arts

Deutschekunstgeschichte
<*http://www.tufts.edu/as/ger_rus_asian/kunst/title.htm*>

This site provides an overview of German art history, with short biography and samples of each artist's work. (In German)

Artcyclopedia
<http://www.artcyclopedia.com/>

This site is a search engine with links to information, biographies and samples of works from over 3000 artists from all over the world, including many famous German-speaking artists.

ArtLex
http://www.artlex.com/ArtLex/g/german.html

This site gives a brief overview of significant works German art throughout history with photos. (In English)

German Museums
<http://www.germany-tourism.co.uk/EGB/attractions_events/ german_museums_cities_a-z.htm>

This site offers links to the websites of museums throughout Germany, listed by city.

Virtual Library Museum—Austria
<http://vlmp.museophile.org/austria.html>

This catalogue offers a collection of on-line museums and links to other websites connected to museums in Austria.

German Music
<http://www.germanculture.com.ua/library/links/music.htm>

This site provides links about various aspects of German music, such as German folksongs, composers and popular singers. There are also great German music databases available through this site.

Classical Composers Database—German Composers
<http://www.classical-composers.org/group/35>

This site offers sheet music, audio recordings, and MP3 downloads for music of classical composers of German origin.

German Theatre Index
<http://www.theatrehistory.com/german/>

This site offers biographies of some famous German playwrights and actors. There are also some synopses of well known German plays and analyses of various aspects of German theatre history.

Germany.info—Culture and Life: Performing Arts
<*http://www.germany.info/relaunch/culture/arts/performing_arts/ theater.html*>

This site offers an overview of modern German theatre, as well as links to information on contemporary German playwrights and plays.

Comics

Das Blatt
<*http://www.uni-regensburg.de/Studentisches/Das_Blatt/Comic/*>

This site offers a collection of German Comics.

Comics and Cartoons
<*http://webgerman.com/german/comics/*>

This site offers a wide variety of comics and cartoons in the German language.

Sports

Bundesliga
<*http://www.bundesliga.de/de/*>

This is the official website of the German soccer league. (In German)

Formel 1
<*http://www.formula1.com/*>

This is the official website of Fomula 1 car racing. It contains a link to events pertaining to German races. (In English)

Sport 1
<*http://www.sport1.de/de/index.html*>

This site contains sports news in German concerning sports events and athletes in Germany, Europe and worldwide.

LAOLA
<*http://www.laola1.at/*>

This site offers Austrian sports news regarding sporting events in Austria, Europe and across the globe.

Sport.de
<http://sport.rtl.de/>

This site provides articles in German about German sports events and athletes, as well as global sports news.

Leisure, Music, Entertainment and Popular Culture

Film
<http://www.film.de/>

This site contains information about the latest popular movies and actors in Germany. It also contains music downloads, reviews and live podcasts. (In German)

SpielFilm
<http://www.spielfilm.de/>

This site offers the latest movie news, trailers, film synopses, ratings and theatre listings in Germany.

Index Volkslieder
<http://ingeb.org/Volksong.html>

This is an extensive collection of German folksongs with audio samples and lyrics.

Herr Zahns supertolles deutsches Liederbuch
<http://sps.k12.mo.us/khs/german/songbook/songbook.htm>

This site offers a collection of German folksongs and Christmas songs, with lyrics and audio files.

Index of Contemporary German Music Artists
<http://www.vistawide.com/german/german_music/german_music. htm#contemporary>

This site provides a collection of biographical information on a wide variety of German pop music. It also includes information on the artists, plus a discography and samples of music.

WWF
<http://www.wwf.de/>

This is the German page of the World Wildlife Federation

Step into German
<http://www.stepintogerman.org/>

This entertaining site offers current popular German music videos with accompanying teacher resources for the development of listening comprehension, vocabulary and cultural awareness.

German Cultural Traditions and Celebrations

World Languages and Cultures: German—Oktoberfest
http://www.vistawide.com/german/oktoberfest/oktoberfest.htm

This English site describes the German cultural celebration of Oktoberfest.

München Oktoberfest—The Official Site
<http://www.muenchen.de/Tourismus/Oktoberfest/89552/index.html>

This is the official site of Munich's Oktoberfest celebration.

Public Festivals in Germany
<http://www.learn-german-online.net/learning-german-resouces/public-festivals-in-germany.htm>

This site offers a monthly list of German cultural events (by location) with brief descriptions and links to more festival-specific information.

German Festivals and Celebrations
<http://www.billanookps.vic.edu.au/German/Resi.htm>

This teacher-friendly site contains a variety of resources relating to German festive celebrations, such as vocabulary lists worksheets, visuals, and ideas for crafts and activities. Descriptions and historical background of principal German celebrations and holidays are provided as well.

Christkindlmarkt in Nürnburg
<http://www.galenfrysinger.com/nuremberg_christkindlmarkt.htm>

This site offers a visual description of a typical German Christmas market through beautiful photos.

Kwintessential Cross Cultural Solutions
<http://www.kwintessential.co.uk/resources/global-etiquette/germany-country-profile.html>

This site offers suggestions on German etiquette and cultural norms.

Young Germany—A Guide to German Etiquette
<http://www.young-germany.de/671.html?&cHash=9616e9d22c&tx_ttnews%5Btt_news%5D=455>

This website provides information for a traveler to Germany regarding etiquette standards and cultural norms that may differ from what is accepted in North America.

Penpals

Language Learning in Tandem
<http://www.slf.ruhr-uni-bochum.de/>

This site links students with German-speaking penpals.

Goethe Institut—Chat
<http://www.goethe.de/z/jetzt/dejchat/dejchat1.htm>

This site offers opportunities for learners of German to chat online with native German-speakers.

Goethe Institut—Penpal Finder
<http://www.goethe.de/ins/de/prj/brf/deindex.htm>

This site connects learners of German with German-speaking penpals.

EPals
<http://www.epals.com/>

This site helps to connect teachers, students and entire classes of German with other learners and speakers of German.

History

LeMO
<http://www.dhm.de/lemo/home.html>

This is an excellent multimedia site that categorically overviews German history since 1871. (In German)

German, Austrian and Swiss Cultural History
<*http://courseweb.stthomas.edu/paschons/CULTHIST.HTML*>

This site offers a comprehensive overview of the cultural history Germany, Austria and German-speaking Switzerland from 200 B.C. to the present. This well-organized and interesting site provides a chronology, biographies, a historical calendar, as well as information on philosophy and religion. In addition there are links to text and visual resources, such as images and slideshows, pertaining to a wide variety of aspects of cultural history.

Travel and tourism

Deutsche Bahn
<*http://www.bahn.de/p/view/index.shtml*>

This is the official German train system website. Here, one can access train schedules, trip planners, fares within Germany and to destinations within Europe outside of Germany. (In German and English)

Jugendherberge
<*http://www.jugendherberge.de/de/index.jsp*>

This site provides information on "Hostelling International" youth hostels throughout Germany. The site includes maps, reservation and online booking information and details of the amenities of each hostel.

Frankfurt Flughafen
<*http://www.airportcity-frankfurt.de/cms/default/rubrik/9/9347.htm*>

This is the official site of the Frankfurt Flughafen, one of Europe (and the world's) busiest airports. Here one can find information on flight departure and arrival times, travel tips and information about the amenities of the airport and surrounding community.

Velotours
http://www.velotours.de/

This site contains information about planning bicycle and boat tours in Germany. It contains maps, booking information, photos, and travel tips for people who would like to see Germany (and other parts of Europe) in a unique way.

Austrian Airlines
<*http://www.aua.com/at/deu*>

This is the official site of Austrian Airlines. One can use this site to find information for flights, fares and destinations in and out of Austria. (In German or English)

Lufthansa
<http://www.lufthansa.com>

This is the official website of the German airline, Lufthansa. On this site, one can find information about traveling in and out of Germany with Lufthansa, one of the world's leading airlines.

German Cuisine

German Food
<http://www.germanculture.com.ua/library/weekly/german_food.htm>

This website offers links to German recipes, as well as an overview of German culinary traditions. (In English)

Die Rezeptsammlung
<http://kochbuch.unix-ag.uni-kl.de/>

This site gives an extensive list of recipes in German, grouped by category.

Chefkoch—6594 Deutsche Rezepte
<http://www.chefkoch.de/rs/s0g87/Deutsche-Rezepte.html>

This site provides an extensive list of recipes in German.

Sherie's Kitchen—German and Austrian recipes
<http://www.sheries-kitchen.com/recipes/german/german1.htm>

This site offers some typical German and Austrian recipes. (In English)

Trendmile-Kochbuch
<http://www.trendmile.de/Kochbuch/Kochbuch.php>

Many recipes of both German and world cuisine are available on this website. (In German)

Teacher Resources

Google—Deutschland
http://www.google.de/

The German version of this popular search engine offers not only German-language searches for information, but also news, shopping, maps, images and email service in German.

Yahoo—Deutschland
<*http://de.yahoo.com/index_narrow.html*>

The German version of this well-known search engine offers information searches in the German language. In addition, it offers news, shopping, music, videos, images, email, electronic greeting cards and many other services.

Clip Art
http://office.microsoft.com/en-us/clipart/default.aspx

This site provides free, downloadable clip art for Microsoft Word users.

Discovery School's Puzzlemaker
<*http://puzzlemaker.discoveryeducation.com/*>

Teachers and students can use this website to create word searches, crossword puzzles and scrambled word puzzles for vocabulary development and verb practice.

Quia
<*http://www.quia.com/*>

This site can be used to create online interactive games for student use, in order to develop vocabulary or to demonstrate a grammatical concept. (Note: Membership required to create quizzes.)

NOTES

Appendix D: Areas of Experience

Personal	Public	Educational
Family (Extended) roles and responsibilities special events and celebrations **Home** rooms and furnishings **Self** physical body clothing emotional **Friends** relationships shared activities **Daily Activities** routines and chores meals family traditions **Leisure Activities** sports hobbies music	**Commercial Transactions and Business** shopping restaurants services **Travel** shopping restaurants services **Occupations** trades professions careers **Mass Media** television newspapers and magazines world wide web **Arts and Entertainment** professional sports theatre, dance, films music performances visual arts and design **Institutions** government, churches, schools public celebrations business and industry **Civic Responsibilities** conservation charitable activities	**Humanities** literature arts **Social Sciences** geography history social sciences **Natural Sciences and Mathematics** weather and climate animals and plants technology inventions money ecology and the environment outer space **Health and Physical Education** physical activity nutrition public health issues

NOTES

Appendix E: Global List of Strategies

Language Learning Strategies

Cognitive

listen attentively

do actions to match words of a song, story, or rhyme

learn short rhymes or songs incorporating new vocabulary or sentence patterns

imitate sounds and intonation patterns

memorize new words by repeating them silently or aloud

seek the precise term to express their meaning

repeat words or phrases in the course of performing a language task

make personal dictionaries

experiment with various elements of the language

use mental images to remember new information

group together sets of things (e.g., vocabulary, structures) with similar characteristics

identify similarities and differences between aspects of the language being learned and their own language

look for patterns and relationships

use previously acquired knowledge to facilitate a learning task

associate new words or expressions with familiar ones, either in the language being learned or in their own language

find information using reference materials like dictionaries, textbooks, and grammars

use available technological aids to support language learning (e.g., cassette recorders, computers)

use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember

place new words or expressions in a context to make them easier to remember

use induction to generate rules governing language use

seek opportunities outside of class to practise and observe

perceive and note down unknown words and expressions, noting also their context and function

Metacognitive

check copied writing for accuracy

make choices about how they learn

rehearse or role play language

decide in advance to attend to the learning task

reflect on learning tasks with the guidance of the teacher

make a plan in advance about how to approach a language learning task

reflect on the listening, reading, and writing processes

decide in advance to attend to specific aspects of input

listen or read for key words

evaluate their own performance or comprehension at the end of a task

keep a learning log

experience various methods of language acquisition, and identify one or more that they consider particularly useful personally

be aware of the potential of learning through direct exposure to the language

know how strategies may enable them to cope with texts containing unknown elements

identify problems that might hinder successful completion of a task and seek solutions

monitor their own speech and writing to check for persistent errors

be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly

Social/Affective

initiate or maintain interaction with others

participate in shared reading experiences

seek the assistance of a friend to interpret a text

reread familiar self-chosen texts to enhance understanding and enjoyment

work cooperatively with peers in small groups

understand that making mistakes is a natural part of language learning

experiment with various forms of expression, and note their acceptance or non-acceptance by more experienced speakers

participate actively in conferencing and brainstorming as a pre- and post-writing exercise

use self-talk to make themselves feel competent to do the task

be willing to take risks, to try unfamiliar tasks and approaches

repeat back new words and expressions occurring in conversations in which they participate, and make use of the new words as soon as appropriate

reduce anxiety by using mental techniques, such as positive self-talk or humour

work with others to solve problems, and get feedback on tasks

provide personal motivation by arranging rewards for themselves when successful

Language Use Strategies

Interactive

use words from their first language to get their meaning across (e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language)

acknowledge being spoken to

interpret and use a variety of non-verbal clues to communicate (e.g., mime, pointing, gestures, drawing pictures)

indicate lack of understanding verbally or non-verbally (e.g., Pardon, Sorry, I didn't understand, raised eyebrows, blank look)

ask for clarification or repetition when they do not understand (e.g., What do you mean by...?, Could you say that again, please?)

use the other speakers' words in subsequent conversation

assess feedback from conversation partner to recognize when the message has not been understood (e.g., raised eyebrows, blank look)

start again using a different tactic when communication breaks down (e.g., What I'm trying to say is...)

invite others into the discussion

ask for confirmation that a form used is correct (e.g., Can you say that?)

use a range of fillers, hesitation devices, and gambits to sustain conversations (e.g., Well, actually..., Where was I?...)

use circumlocution to compensate for lack of vocabulary (e.g., the thing you hang clothes on for hanger)

repeat back part of what someone has said to confirm mutual understanding (e.g., So what you are saying is...)

summarize the point reached in a discussion to help focus the talk

ask follow-up questions to check for understanding (e.g., Am I making sense?)

use suitable phrases to intervene in a discussion (e.g., Speaking of...)

self-correct if errors lead to misunderstandings (e.g., What I mean to say is...)

Interpretive

use gestures, intonation, and visual supports to aid comprehension

make connections between texts on the one hand, and prior knowledge and personal experience on the other

use illustrations to aid reading comprehension

determine the purpose of listening

listen or look for key words

listen selectively based on purpose

make predictions about what they expect to hear or read based on prior knowledge and personal experience

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

infer probable meaning of unknown words or expressions from contextual clues

prepare questions or a guide to note down information found in the text

use key content words or discourse markers to follow an extended text

reread several times to understand complex ideas

summarize information gathered

assess their own information needs before listening, viewing, or reading

use skimming and scanning to locate key information in texts

Productive

mimic what the teacher says

use non-verbal means to communicate

copy what others say or write

use words visible in the immediate environment

use resources to increase vocabulary

use familiar repetitive patterns from stories, songs, rhymes, or media

use illustrations to provide detail when producing their own texts

use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas

use knowledge of sentence patterns to form new sentences

be aware of and use the steps of the writing process: pre-writing (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)

use a variety of resources to correct texts (e.g., personal and commercial dictionaries, checklists, grammars)

take notes when reading or listening to assist in producing their own text

revise and correct final version of text

use circumlocution and definition to compensate for gaps in vocabulary

apply grammar rules to improve accuracy at the correction stage

compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

classify objects and ideas according to their attributes (e.g., red objects and blue objects or animals that eat meat and animals that eat plants)

use models

connect what they already know with what they are learning

experiment with and concentrate on one thing at a time

focus on and complete learning tasks

write down key words and concepts in abbreviated form (verbal, graphic, or numerical) to assist performance of a learning task

use mental images to remember new information

distinguish between fact and opinion when using a variety of sources of information

formulate key questions to guide research

make inferences; identify and justify the evidence on which their inferences are based

use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember

seek information through a network of sources including libraries, the world wide web, individuals, and agencies

use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

reflect on learning tasks with the guidance of the teacher

choose from among learning options

discover how their efforts can affect their learning

reflect upon their thinking processes and how they learn

decide in advance to attend to the learning task

divide an overall learning task into a number of sub-tasks

make a plan in advance about how to approach a task

identify their own needs and interests

manage the physical environment in which they have to work

keep a learning journal such as a diary or a log

develop criteria for evaluating their own work

work with others to monitor their own learning

take responsibility for planning, monitoring, and evaluating learning experiences

Social/Affective

watch others' actions and copy them

seek help from others

follow their natural curiosity and intrinsic motivation to learn

participate in cooperative group learning tasks

choose learning activities that enhance understanding and enjoyment

encourage themselves to try, even though they might make mistakes

take part in group decision-making processes

use support strategies to help peers persevere at learning tasks (e.g., offer encouragement, praise, ideas)

take part in group problem-solving processes

use self-talk to make themselves feel competent to do the task

be willing to take risks, to try unfamiliar tasks and approaches

monitor their level of anxiety about learning tasks and take measures to lower it if necessary (e.g., deep breathing, laughter)

use social interaction skills to enhance group learning activities

Grade 9 to Grade 12 German Language and Culture

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