

Appendix A: Specific Outcomes Chart

KINDERGARTEN

1.1 <i>Discover and Explore</i>		KINDERGARTEN
express ideas	<ul style="list-style-type: none"> respond to a range of experiences 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> participate in a range of experiences, and represent these experiences 	
experiment with language	<ul style="list-style-type: none"> use a variety of forms to explore and express familiar events, ideas, and information 	
express preferences	<ul style="list-style-type: none"> demonstrate enjoyment of an oral, literary, or media text 	
set goals	<ul style="list-style-type: none"> participate in teacher-led group reading activities; demonstrate reading, writing, and representing behaviours 	
1.2 <i>Clarify and Extend</i>		KINDERGARTEN
develop understanding	<ul style="list-style-type: none"> recognize connections between new experiences and prior knowledge 	NOTES:
explain options	<ul style="list-style-type: none"> explore new experiences and ideas 	
combine ideas	<ul style="list-style-type: none"> group ideas and information to make sense 	
extend understanding	<ul style="list-style-type: none"> wonder about new ideas and observations 	

2.1 Use Strategies and Cues		KINDERGARTEN
prior knowledge	<ul style="list-style-type: none"> make connections among oral language, texts, and personal experiences 	NOTES:
comprehension strategies	<ul style="list-style-type: none"> recognize and anticipate meaning from familiar print, symbols, and images in context 	
textual cues	<ul style="list-style-type: none"> recognize environmental print, symbols, and images in context; recognize own name and personally familiar words 	
cueing systems	<ul style="list-style-type: none"> recognize that text is organized in specific patterns and that text symbols represent sounds, words, or ideas 	
2.2 Respond to Texts		KINDERGARTEN
experience various texts	<ul style="list-style-type: none"> participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions 	NOTES:
connect self, texts and culture	<ul style="list-style-type: none"> share personal experiences related to oral, literary, and media texts; talk about and represent the actions of people in texts 	
appreciate the artistry of texts	<ul style="list-style-type: none"> share feelings evoked by oral, literary, and media texts 	

2.3 Understand Forms and Techniques		KINDERGARTEN
forms and genres	<ul style="list-style-type: none"> distinguish between what is realistic and imaginary in oral, literary, and media forms and texts 	NOTES:
techniques and elements	<ul style="list-style-type: none"> develop a sense of story through listening, reading, and viewing experiences 	
vocabulary	<ul style="list-style-type: none"> demonstrate curiosity about and experiment with sounds, letters, words, and word patterns 	
experiment with language	<ul style="list-style-type: none"> appreciate the sounds and rhythms of language 	
create original texts	<ul style="list-style-type: none"> create original oral and media texts 	
3.1 Plan and Focus		KINDERGARTEN
use personal knowledge	<ul style="list-style-type: none"> demonstrate personal knowledge of a topic 	NOTES:
ask questions	<ul style="list-style-type: none"> ask common questions to satisfy personal curiosity and information needs in the classroom context 	
participate in group inquiry	<ul style="list-style-type: none"> ask and answer common questions to help satisfy group curiosity and information needs in the classroom context 	
create and follow a plan	<ul style="list-style-type: none"> listen to and follow simple directions in the classroom context 	

3.2 <i>Select and Process</i>		KINDERGARTEN
identify personal and peer knowledge	<ul style="list-style-type: none"> identify self and others as sources of information 	NOTES:
identify sources	<ul style="list-style-type: none"> seek information from others in the classroom context 	
evaluate sources	<ul style="list-style-type: none"> recognize when information answers the questions asked 	
access information	<ul style="list-style-type: none"> use visual and auditory cues to understand ideas and information 	
make sense of information	<ul style="list-style-type: none"> use prior knowledge to make sense of information 	
3.3 <i>Organize, Record, and Assess</i>		KINDERGARTEN
organize information	<ul style="list-style-type: none"> categorize objects and visuals according to similarities and differences 	NOTES:
record information	<ul style="list-style-type: none"> represent and share information and ideas, and compose with a scribe 	
evaluate information	<ul style="list-style-type: none"> share information gathered on a specific topic 	
develop new understanding	<ul style="list-style-type: none"> participate in information-gathering experiences 	

4.1 Generate and Focus		KINDERGARTEN
generate ideas	<ul style="list-style-type: none"> share or demonstrate ideas from personal experiences 	NOTES:
choose forms	<ul style="list-style-type: none"> participate in shared oral, literary, and media experiences 	
organize ideas	<ul style="list-style-type: none"> recognize that ideas expressed in oral language can be represented and recorded 	
4.2 Enhance and Improve		KINDERGARTEN
appraise own and others' work	<ul style="list-style-type: none"> participate in the sharing of own creations and those of others 	NOTES:
revise content	<ul style="list-style-type: none"> express lack of understanding 	
enhance legibility	<ul style="list-style-type: none"> trace and copy letters; recognize letter keys on the keyboard 	
enhance artistry	<ul style="list-style-type: none"> use familiar words to describe ideas 	
enhance presentation	<ul style="list-style-type: none"> use visuals to express ideas, feelings, and information 	
4.3 Attend to Conventions		KINDERGARTEN
grammar and usage	<ul style="list-style-type: none"> check for completeness of work, with guidance 	NOTES:
spelling	<ul style="list-style-type: none"> connect sounds with letters 	

4.3 <i>Attend to Conventions</i> (continued)		KINDERGARTEN
capitalization and punctuation	<ul style="list-style-type: none"> recognize some basic writing conventions 	NOTES:
4.4 <i>Present and Share</i>		KINDERGARTEN
share ideas and information	<ul style="list-style-type: none"> use illustrations and other materials to share information and ideas 	NOTES:
effective oral and visual communication	<ul style="list-style-type: none"> express and represent ideas through various media and forms 	
attentive listening and viewing	<ul style="list-style-type: none"> demonstrate active listening and viewing behaviours 	
5.1 <i>Develop and Celebrate Community</i>		KINDERGARTEN
share and compare responses	<ul style="list-style-type: none"> represent and draw stories about self and family 	NOTES:
relate texts to culture	<ul style="list-style-type: none"> listen actively to stories and demonstrate curiosity 	
appreciate diversity	<ul style="list-style-type: none"> connect aspects of stories to personal feelings and experiences 	
celebrate special occasions	<ul style="list-style-type: none"> contribute to group stories using rhymes, rhythms, symbols, pictures, and drama to create and celebrate 	

5.2 Encourage, Support, and Work with Others		KINDERGARTEN
co-operate with others	<ul style="list-style-type: none"> participate in group activities 	NOTES:
work in groups	<ul style="list-style-type: none"> demonstrate attentiveness in group activities 	
use language to show respect	<ul style="list-style-type: none"> recognize variations in language use in a school context 	
evaluate group process	<ul style="list-style-type: none"> help others and ask others for help 	
6.1 Linguistic Elements		KINDERGARTEN
sound-symbol system	<ul style="list-style-type: none"> listen to, identify, and produce basic sounds of the language; connect sounds appropriately to all letters including <i>ä, ö, ü, ß</i> 	NOTES:
vocabulary	<ul style="list-style-type: none"> repeat and recognize basic vocabulary and expressions used in the immediate environment 	

6.1 <i>Linguistic Elements (continued)</i>		KINDERGARTEN
grammatical features	<ul style="list-style-type: none"> • use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> – <i>sein & haben</i> (1st, 2nd, and 3rd person singular, present tense) – <i>dürfen, können</i> (1st person singular, present tense) – correct definite nominative articles of familiar nouns 	NOTES:

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

6.1 <i>Linguistic Elements (continued)</i>		KINDERGARTEN
mechanical features	<ul style="list-style-type: none"> • imitate simple, basic German mechanical features 	NOTES:
discourse features	<ul style="list-style-type: none"> • imitate simple, basic German discourse features in oral interactions in the classroom 	

6.2 Language Competence		KINDERGARTEN
listening	<ul style="list-style-type: none"> listen to and understand simple oral sentences in a classroom environment 	NOTES:
speaking	<ul style="list-style-type: none"> repeat and create simple oral phrases in the classroom environment 	
reading	<ul style="list-style-type: none"> recognize letters and their corresponding sounds; recognize some familiar words 	
writing	<ul style="list-style-type: none"> write upper and lower case letters; copy words 	
viewing	<ul style="list-style-type: none"> view and respond to familiar events and/or representations in the classroom context 	
representing	<ul style="list-style-type: none"> imitate and/or create simple representations of familiar ideas, events, and information 	
6.3 Sociocultural/Sociolinguistic Elements		KINDERGARTEN
register	<ul style="list-style-type: none"> speak at a volume appropriate to classroom situations 	NOTES:
idiomatic expressions	<ul style="list-style-type: none"> imitate age-appropriate idiomatic expressions 	

6.3 Sociocultural/Sociolinguistic Elements <i>(continue)</i>		KINDERGARTEN
variations in language	<ul style="list-style-type: none"> experience a variety of voices (e.g., male and female, young and old) 	NOTES:
social conventions	<ul style="list-style-type: none"> imitate simple routine social interactions 	
non-verbal communication	<ul style="list-style-type: none"> imitate some common non-verbal behaviours used in the German culture 	
6.4 Language Learning Strategies		KINDERGARTEN
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies, with guidance, to enhance language learning (e.g., listen attentively, do actions to match words of a song, story, or rhyme) 	NOTES:
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies, with guidance, to enhance language learning (e.g., reflect on learning tasks with the guidance of the teacher) 	
social/affective	<ul style="list-style-type: none"> use simple social and affective strategies, with guidance, to enhance language learning (e.g., initiate or maintain interaction with others) 	

6.5 Language Use Strategies		KINDERGARTEN
interactive	<ul style="list-style-type: none"> use simple interactive strategies, with guidance (e.g., use words from their first language to get their meaning across, acknowledge being spoken to) 	NOTES:
interpretive	<ul style="list-style-type: none"> use simple interpretive strategies with guidance (e.g., use gestures, intonation, and visual supports to aid comprehension) 	
productive	<ul style="list-style-type: none"> use simple productive strategies with guidance (e.g., mimic what the teacher says, use non-verbal means to communicate) 	
6.6 General Learning Strategies		KINDERGARTEN
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies to enhance general learning (e.g., classify objects and ideas according to their attributes) 	NOTES:
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies to enhance general learning (e.g., reflect on learning tasks with the guidance of the teacher) 	
social/ affective	<ul style="list-style-type: none"> use simple social and affective strategies to enhance general learning (e.g., watch others' actions and imitate them) 	

7.1 Self-identity		KINDERGARTEN
valuing German language and the cultures of German-speaking peoples	<ul style="list-style-type: none"> participate in cultural activities in the classroom and school 	NOTES:
valuing bilingualism/multiculturalism	<ul style="list-style-type: none"> participate in classroom and school cultural activities 	
7.2 German Culture		KINDERGARTEN
historical elements	<ul style="list-style-type: none"> participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [<i>Muttertag</i>], music, dance, art, literature, food, etc.) 	NOTES:
contemporary elements	<ul style="list-style-type: none"> participate in activities and experiences that reflect contemporary elements of German culture (see example above) 	
diversity	<ul style="list-style-type: none"> experience cultural elements of diverse origins from within German culture 	
change	<ul style="list-style-type: none"> participate in events marking changes 	

7.3 Building Community		KINDERGARTEN
valuing diversity	<ul style="list-style-type: none"> recognize differences between self and peers 	NOTES:
valuing similarity	<ul style="list-style-type: none"> recognize similarities between self and peers 	
contributing to community	<ul style="list-style-type: none"> participate in, and contribute to, classroom activities 	
7.4 Global Citizenship		KINDERGARTEN
responsible citizenship	<ul style="list-style-type: none"> demonstrate personal and social responsibility in the classroom 	NOTES:
interdependence	<ul style="list-style-type: none"> participate in tasks and activities with partners and in groups 	
intercultural skills	<ul style="list-style-type: none"> adapt to new situations 	
future opportunities	<ul style="list-style-type: none"> share or demonstrate personal strengths or achievements 	

GRADE 1

1.1 <i>Discover and Explore</i>		GRADE 1
express ideas	<ul style="list-style-type: none"> express personal experiences and familiar events 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> listen to and acknowledge experiences and feelings shared by others 	
experiment with language	<ul style="list-style-type: none"> use a variety of forms to explore and express familiar events, ideas, and information 	
express preferences	<ul style="list-style-type: none"> express preferences for a variety of oral, literary, and media texts 	
set goals	<ul style="list-style-type: none"> participate in reading, writing, and representing activities 	
1.2 <i>Clarify and Extend</i>		GRADE 1
develop understanding	<ul style="list-style-type: none"> connect new experiences and information with prior knowledge 	NOTES:
explain opinions	<ul style="list-style-type: none"> describe new experiences and ideas 	
combine ideas	<ul style="list-style-type: none"> group and sort ideas and information to make sense 	
extend understanding	<ul style="list-style-type: none"> demonstrate curiosity about ideas and observations to make sense of experiences 	

2.1 Use Strategies and Cues		GRADE 1
prior knowledge	<ul style="list-style-type: none"> make connections among texts, prior knowledge, and personal experiences 	NOTES:
comprehension strategies	<ul style="list-style-type: none"> anticipate meaning; revise understanding based on further information 	
textual cues	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning 	
cueing systems	<ul style="list-style-type: none"> use syntactic, semantic, and graphophonic cues to construct and confirm meaning 	
2.2 Respond to Texts		GRADE 1
experience various texts	<ul style="list-style-type: none"> participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions 	NOTES:
connect self, texts and culture	<ul style="list-style-type: none"> share personal experiences related to oral, literary, and media texts; identify characters' choices and the resulting consequences 	
appreciate the artistry of texts	<ul style="list-style-type: none"> share feelings and moods evoked by oral, literary, and media texts 	

2.3 Understand Forms and Techniques		GRADE 1
forms and genres	<ul style="list-style-type: none"> recognize different oral, literary, and media forms and texts 	NOTES:
techniques and elements	<ul style="list-style-type: none"> identify the beginning, middle, and end of oral, literary, and media texts 	
vocabulary	<ul style="list-style-type: none"> experiment with parts of words, word combinations, and word patterns 	
experiment with language	<ul style="list-style-type: none"> appreciate repetition, rhyme, and rhythm in shared language experiences 	
create original texts	<ul style="list-style-type: none"> create basic texts to communicate and demonstrate understanding of basic forms 	
3.1 Plan and Focus		GRADE 1
use personal knowledge	<ul style="list-style-type: none"> contribute personal knowledge of a topic to gather information 	NOTES:
ask questions	<ul style="list-style-type: none"> ask basic questions to satisfy personal curiosity and information needs 	
participate in group inquiry	<ul style="list-style-type: none"> ask and answer basic questions to satisfy group curiosity and information needs on a topic 	
create and follow a plan	<ul style="list-style-type: none"> listen actively and follow directions for gathering information and ideas 	

3.2 <i>Select and Process</i>		GRADE 1
identify personal and peer knowledge	<ul style="list-style-type: none"> identify and share basic personal knowledge related to experiences 	NOTES:
identify sources	<ul style="list-style-type: none"> seek information from a variety of sources 	
evaluate sources	<ul style="list-style-type: none"> recognize when information answers the questions asked 	
access information	<ul style="list-style-type: none"> use visual and auditory cues to make meaning; understand that library materials have a specific organizational system 	
make sense of information	<ul style="list-style-type: none"> make and check predictions using prior knowledge and oral, visual, and written text features to understand information 	
3.3 <i>Organize, Record and Assess</i>		GRADE 1
organize information	<ul style="list-style-type: none"> identify and categorize information according to similarities, differences, patterns, and sequences 	NOTES:
record information	<ul style="list-style-type: none"> represent and express key facts and ideas in visual form or with words 	
evaluate information	<ul style="list-style-type: none"> use gathered information as a basis for communication 	
develop new understandings	<ul style="list-style-type: none"> recall, share, and record information-gathering experiences in visual or text form 	

4.1 Generate and Focus		GRADE 1
generate ideas	<ul style="list-style-type: none"> contribute ideas from personal experiences for oral, written, and visual texts 	NOTES:
choose forms	<ul style="list-style-type: none"> share ideas and experiences, using simple forms in the classroom context 	
organize ideas	<ul style="list-style-type: none"> organize visuals and familiar print to express ideas and tell stories 	
4.2 Enhance and Improve		GRADE 1
appraise own and others' work	<ul style="list-style-type: none"> talk about own creations and those of others, using basic, common expressions 	NOTES:
revise content	<ul style="list-style-type: none"> ask basic questions to clarify meaning 	
enhance legibility	<ul style="list-style-type: none"> form recognizable letters; use letter keys and basic keys on the keyboard 	
enhance artistry	<ul style="list-style-type: none"> use familiar words or simple sentences to describe ideas 	
enhance presentation	<ul style="list-style-type: none"> use familiar words with visuals to express ideas, feelings, and information 	
4.3 Attend to Conventions		GRADE 1
grammar and usage	<ul style="list-style-type: none"> check for completeness of work and add details, with guidance 	NOTES:
spelling	<ul style="list-style-type: none"> spell familiar words 	

4.3 <i>Attend to Conventions (continued)</i> GRADE 1		
capitalization and punctuation	<ul style="list-style-type: none"> know and use basic writing conventions 	NOTES:
4.4 <i>Present and Share</i> GRADE 1		
share ideas and information	<ul style="list-style-type: none"> share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation 	NOTES:
effective oral and visual communication	<ul style="list-style-type: none"> share information and ideas with a group 	
attentive listening and viewing	<ul style="list-style-type: none"> demonstrate active listening and viewing behaviours 	
5.1 <i>Develop and Celebrate Community</i> GRADE 1		
share and compare responses	<ul style="list-style-type: none"> tell and draw about self and family 	NOTES:
relate texts to culture	<ul style="list-style-type: none"> listen to stories from oral, literary, and media texts from different communities 	
appreciate diversity	<ul style="list-style-type: none"> connect aspects of stories and characters to personal feelings and experiences 	
celebrate special occasions	<ul style="list-style-type: none"> share ideas and experiences through conversation, puppet plays, dramatic scenes, and songs 	

5.2 Encourage, Support, and Work with Others		GRADE 1
co-operate with others	<ul style="list-style-type: none"> work in partnerships and groups 	NOTES:
work in groups	<ul style="list-style-type: none"> take turns sharing information and ideas 	
use language to show respect	<ul style="list-style-type: none"> recognize that individuals adjust language use for different situations 	
evaluate group process	<ul style="list-style-type: none"> find ways to be helpful to others 	
6.1 Linguistic Elements		GRADE 1
sound-symbol system	<ul style="list-style-type: none"> identify and produce all German sounds and connect them to the appropriate vowel combinations, consonant blends, diphthongs, and digraphs 	NOTES:
vocabulary	<ul style="list-style-type: none"> use simple vocabulary and expressions in daily situations 	

6.1 <i>Linguistic Elements</i> (continued)		GRADE 1
grammatical features	<ul style="list-style-type: none"> • use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> - <i>sein & haben</i> (1st, 2nd, 3rd person singular and plural, present tense) - <i>dürfen, können & müssen</i> (1st, 2nd, 3rd person singular, present tense) - simple questions using <i>wer, wie, was, wo</i> 	NOTES:

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

6.1 <i>Linguistic Elements</i> (continued)		GRADE 1
grammatical features	<ul style="list-style-type: none"> • use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> - correct definite nominative articles of familiar nouns 	NOTES:

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 Linguistic Elements (continued)		GRADE 1
mechanical features	<ul style="list-style-type: none"> imitate and experiment with basic German mechanical features 	NOTES:
discourse features	<ul style="list-style-type: none"> imitate and experiment with basic German discourse features in oral interactions in the classroom 	
6.2 Language Competence		GRADE 1
listening	<ul style="list-style-type: none"> listen to and understand simple oral sentences in a variety of familiar contexts 	NOTES:
speaking	<ul style="list-style-type: none"> produce, orally, simple sentences in a structured situation 	
reading	<ul style="list-style-type: none"> recognize and understand simple words and sentences in a structured situation 	
writing	<ul style="list-style-type: none"> write simple words and sentences in a structured situation 	
viewing	<ul style="list-style-type: none"> view and understand simple, familiar events, and/or representations in the classroom context 	
representing	<ul style="list-style-type: none"> create simple representations of familiar ideas, events, and information 	

6.3 Sociocultural/Sociolinguistic Elements		GRADE 1
register	<ul style="list-style-type: none"> respond to tone of voice 	NOTES:
idiomatic expressions	<ul style="list-style-type: none"> imitate age-appropriate idiomatic expressions 	
variations in language	<ul style="list-style-type: none"> experience a variety of voices 	
social conventions	<ul style="list-style-type: none"> use basic social expressions appropriate to the classroom 	
non-verbal communication	<ul style="list-style-type: none"> understand the meaning of and imitate some common non-verbal behaviours used in the German culture 	
6.4 Language Learning Strategies		GRADE 1
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies, with guidance, to enhance language learning (e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns) 	NOTES:
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies, with guidance, to enhance language learning (e.g., make choices about how they learn) 	
social/affective	<ul style="list-style-type: none"> use simple social and affective strategies, with guidance, to enhance language learning (e.g., participate in shared reading experiences) 	

6.5 Language Use Strategies		GRADE 1
interactive	<ul style="list-style-type: none"> use simple interactive strategies, with guidance (e.g., interpret and use a variety of non-verbal clues to communicate) 	NOTES:
interpretive	<ul style="list-style-type: none"> use simple interpretive strategies, with guidance (e.g., make connections among texts, prior knowledge, and personal experience) 	
productive	<ul style="list-style-type: none"> use simple productive strategies, with guidance (e.g., copy what others say or write, use words that are visible in the immediate environment) 	
6.6 General Learning Strategies		GRADE 1
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies to enhance general learning (e.g., use models) 	NOTES:
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies to enhance general learning (e.g., choose from among learning options) 	
social/ affective	<ul style="list-style-type: none"> use simple social and affective strategies to enhance general learning (e.g., seek help from others) 	
7.1 Self-identity		GRADE 1
valuing German language and the cultures of German-speaking peoples	<ul style="list-style-type: none"> participate in cultural activities and traditions 	NOTES:

7.1 <i>Self-identity (continued)</i>		GRADE 1
valuing bilingualism/multiculturalis	<ul style="list-style-type: none"> participate in classroom and school cultural activities 	
7.2 <i>German Culture</i>		GRADE 1
historical elements	<ul style="list-style-type: none"> participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [<i>Weihnachten</i>], music, dance, art, literature, food, etc.) 	NOTES:
contemporary elements	<ul style="list-style-type: none"> participate in activities and experiences that reflect contemporary elements of German culture (see example above) 	
diversity	<ul style="list-style-type: none"> experience cultural elements of diverse origins from within German culture 	
change	<ul style="list-style-type: none"> illustrate that change occurs in one's immediate environment 	

7.3 Building Community		GRADE 1
valuing diversity	<ul style="list-style-type: none"> • explore diversity within one's own family and in the school 	NOTES:
valuing similarity	<ul style="list-style-type: none"> • explore similarities within one's own family and in the school 	
contributing to community	<ul style="list-style-type: none"> • participate and co-operate in, and contribute to, classroom and school activities 	
7.4 Global Citizenship		GRADE 1
responsible citizenship	<ul style="list-style-type: none"> • demonstrate personal and social responsibility in the classroom and school 	NOTES:
interdependence	<ul style="list-style-type: none"> • recognize own and others' contributions to a group 	
intercultural skills	<ul style="list-style-type: none"> • work and play with others, recognizing that expectations can be different for different people 	
future opportunities	<ul style="list-style-type: none"> • share or demonstrate personal strengths and areas for further development 	

GRADE 2

1.1 <i>Discover and Explore</i>		GRADE 2
express ideas	<ul style="list-style-type: none"> make personal observations and talk about them 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> ask for others' ideas and observations to help discover and explore personal understanding 	
experiment with language	<ul style="list-style-type: none"> use a variety of forms to organize and give meaning to familiar experiences, ideas, and information 	
express preferences	<ul style="list-style-type: none"> explain why an oral, literary, or media text is a personal favourite 	
set goals	<ul style="list-style-type: none"> choose to speak, read, write, and represent in German 	
1.2 <i>Clarify and Extend</i>		GRADE 2
develop understanding	<ul style="list-style-type: none"> connect new information, ideas, and experiences with prior knowledge and experiences 	NOTES:
explain options	<ul style="list-style-type: none"> explain new experiences and understanding 	
combine ideas	<ul style="list-style-type: none"> arrange ideas and information to make sense 	
extend understanding	<ul style="list-style-type: none"> ask basic questions to make sense of experiences 	

2.1 Use Strategies and Cues		GRADE 2
prior knowledge	<ul style="list-style-type: none"> make connections among texts, prior knowledge, and personal experiences 	NOTES:
comprehension strategies	<ul style="list-style-type: none"> anticipate meaning, recognize relationships, and draw conclusions; use a variety of strategies to confirm understanding 	
textual cues	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning 	
cueing systems	<ul style="list-style-type: none"> use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context 	
2.2 Respond to Texts		GRADE 2
experience various texts	<ul style="list-style-type: none"> participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions 	NOTES:
connect self, texts, and culture	<ul style="list-style-type: none"> discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts 	
appreciate the artistry of texts	<ul style="list-style-type: none"> identify and express the feelings of people in oral, literary, and media texts 	

2.3 Understand Forms and Techniques		GRADE 2
forms and genres	<ul style="list-style-type: none"> recognize that information and ideas can be expressed in a variety of forms and texts 	NOTES:
techniques and elements	<ul style="list-style-type: none"> represent the beginning, middle, and end of oral, literary, and media texts 	
vocabulary	<ul style="list-style-type: none"> explore commonalities in word families to increase vocabulary 	
experiment with language	<ul style="list-style-type: none"> demonstrate interest in the sounds of words, word combinations, and phrases 	
create original texts	<ul style="list-style-type: none"> create basic texts to communicate and demonstrate understanding of forms and techniques 	
3.1 Plan and Focus		GRADE 2
personal knowledge	<ul style="list-style-type: none"> record and share personal knowledge of a topic to identify information needs 	NOTES:
ask questions	<ul style="list-style-type: none"> ask questions to understand a topic, and identify information needs 	
participate in group inquiry	<ul style="list-style-type: none"> contribute relevant information and questions to assist in group understanding of a topic or task 	
create and follow a plan	<ul style="list-style-type: none"> recall and follow directions for accessing and gathering information 	

3.2 <i>Select and Process</i>		GRADE 2
identify personal and peer knowledge	<ul style="list-style-type: none"> participate in group discussion to generate information on a topic and to identify sources of additional information 	NOTES:
identify sources	<ul style="list-style-type: none"> answer questions, using oral, visual, and print information sources 	
evaluate sources	<ul style="list-style-type: none"> compare gathered ideas and information to personal knowledge 	
access information	<ul style="list-style-type: none"> use the visual and auditory cues to make meaning; use the specific library organizational system to locate information and ideas; use titles to locate information 	
make sense of information	<ul style="list-style-type: none"> make connections among prior knowledge, ideas, and information, and oral, visual, and written text features 	
3.3 <i>Organize, Record and Assess</i>		GRADE 2
organize information	<ul style="list-style-type: none"> categorize related information and ideas, using a variety of strategies, such as webbing, graphic organizers, and charts 	NOTES:
record information	<ul style="list-style-type: none"> record key facts and ideas in own words; identify authors and titles of sources 	
evaluate information	<ul style="list-style-type: none"> examine gathered information to decide what information to share or omit 	

3.3 Organize, Record, and Assess <i>(continued)</i>		GRADE 2
develop new understanding	<ul style="list-style-type: none"> recall, discuss, and record information-gathering experiences 	NOTES:
4.1 Generate and Focus		GRADE 2
generate ideas	<ul style="list-style-type: none"> generate and contribute ideas on particular topics for oral, written, and visual texts 	NOTES:
choose forms	<ul style="list-style-type: none"> share ideas and experiences, using various forms for particular audiences 	
organize ideas	<ul style="list-style-type: none"> organize visuals and print to express ideas and tell stories with a beginning, middle, and end 	
4.2 Enhance and Improve		GRADE 2
appraise own and others' work	<ul style="list-style-type: none"> talk about own creations and those of others, using common expressions 	NOTES:
revise content	<ul style="list-style-type: none"> retell to clarify ideas 	
enhance legibility	<ul style="list-style-type: none"> strive for consistency in letter size and shape; print letters in the correct direction; explore and use the keyboard to produce text 	
enhance artistry	<ul style="list-style-type: none"> experiment with words and sentence patterns, with support 	
enhance presentation	<ul style="list-style-type: none"> combine illustrations and simple written texts to express ideas, feelings, and information 	

4.3 <i>Attend to Conventions</i>		GRADE 2
grammar and usage	<ul style="list-style-type: none"> • check for completeness of work and add details 	NOTES:
spelling	<ul style="list-style-type: none"> • spell familiar words, using basic strategies and resources; know spelling conventions 	
capitalization and punctuation	<ul style="list-style-type: none"> • know and use basic writing conventions when editing and proofreading 	
4.4 <i>Present and Share</i>		GRADE 2
share ideas and information	<ul style="list-style-type: none"> • share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions 	NOTES:
effective oral and visual communication	<ul style="list-style-type: none"> • present information and ideas using appropriate volume, intonation, and non-verbal cues 	
attentive listening and viewing	<ul style="list-style-type: none"> • demonstrate appropriate audience behaviours 	

5.1 Develop and Celebrate Community		GRADE 2
share and compare responses	<ul style="list-style-type: none"> tell, draw, and write about self, family, and community 	NOTES:
relate texts to culture	<ul style="list-style-type: none"> explore similarities among stories from oral, literary, and media texts from various communities 	
appreciate diversity	<ul style="list-style-type: none"> connect aspects of stories and characters to personal feelings and experiences 	
celebrate special occasions	<ul style="list-style-type: none"> participate in shared language experiences to celebrate individual and class achievements 	NOTES:
5.2 Encourage, Support, and Work with Others		GRADE 2
co-operate with others	<ul style="list-style-type: none"> co-operate in small groups 	NOTES:
work in groups	<ul style="list-style-type: none"> take roles and contribute related ideas and information in whole-class and small-group activities 	
use language to show respect	<ul style="list-style-type: none"> adjust own language use for different situations 	
evaluate group process	<ul style="list-style-type: none"> acknowledge achievements of others 	

6.1 <i>Linguistic Elements</i>		GRADE 2
Sound-symbol system	<ul style="list-style-type: none"> • use, in modelled oral and written situations, all elements of the sound-symbol system 	NOTES:
vocabulary	<ul style="list-style-type: none"> • experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment 	
grammatical elements	<ul style="list-style-type: none"> • use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> - plural of nouns - correct indefinite nominative articles and possessive pronouns <i>mein</i> and <i>dein</i> - compound nouns - negation (<i>nicht, kein</i>) - noun and verb agreement for plural nouns - prepositions to define spatial relationships - verbs (infinitive and 1st person singular, present tense) 	NOTES:

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

6.1 <i>Linguistic Elements (continued)</i>		GRADE 2
grammatical features	<ul style="list-style-type: none"> • use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> - <i>sein, haben, dürfen, können, müssen</i> (present tense) - simple questions using <i>wer, wie, was, wo</i> • use, independently and consistently,³ the following grammatical elements: <ul style="list-style-type: none"> - connect definite articles to familiar nouns in the nominative case 	NOTES:

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.
3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

6.1 <i>Linguistic Elements (continued)</i>		GRADE 2
mechanical features	<ul style="list-style-type: none"> experiment with and use basic German mechanical features 	NOTES:
discourse features	<ul style="list-style-type: none"> experiment with and use basic German discourse features in oral, written, and visual texts 	
6.2 <i>Language Competence</i>		GRADE 2
listening	<ul style="list-style-type: none"> listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations 	NOTES:
speaking	<ul style="list-style-type: none"> produce, spontaneously and with guidance, simple oral sentences in a variety of familiar contexts 	
reading	<ul style="list-style-type: none"> read and understand a series of sentences or a short text on a familiar topic 	
writing	<ul style="list-style-type: none"> write simple words and sentences on familiar topics in a structured situation 	
viewing	<ul style="list-style-type: none"> view and understand simple, familiar events, and/or representations 	
representing	<ul style="list-style-type: none"> use a variety of forms to create simple representations of ideas, events, and information 	

6.3 Sociocultural/Sociolinguistic Elements		GRADE 2
register	<ul style="list-style-type: none"> distinguish between formal and informal situations 	NOTES:
idiomatic expressions	<ul style="list-style-type: none"> understand and use some simple idiomatic expressions as set phrases 	
variations in language	<ul style="list-style-type: none"> acknowledge individual differences in speech 	
social conventions	<ul style="list-style-type: none"> use basic politeness conventions 	
non-verbal communication	<ul style="list-style-type: none"> experiment with using some simple non-verbal means of communication 	
6.4 Language Learning Strategies		GRADE 2
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies, with guidance, to enhance language learning (e.g., memorize new words by repeating them silently or aloud) 	NOTES:
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language) 	

6.4 Language Learning Strategies <i>(continued)</i>		GRADE 2
social/affective	<ul style="list-style-type: none"> use simple social and affective strategies, with guidance, to enhance language learning (e.g., seek the assistance of a friend to interpret a text) 	NOTES:
6.5 Language Use Strategies		GRADE 2
interactive	<ul style="list-style-type: none"> use simple interactive strategies, with guidance (e.g., indicate lack of understanding verbally or non-verbally) 	NOTES:
interpretive	<ul style="list-style-type: none"> use simple interpretive strategies with guidance (e.g., use illustrations to aid reading comprehension) 	
productive	<ul style="list-style-type: none"> use simple productive strategies with guidance (e.g., use familiar repetitive patterns from stories, songs, rhymes, or media) 	
6.6 General Learning Strategies		GRADE 2
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies to enhance general learning (e.g., connect what they already know with what they are learning) 	NOTES:
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies to enhance general learning (e.g., discover how their efforts can affect their learning) 	
social/affective	<ul style="list-style-type: none"> use simple social and affective strategies to enhance general learning (e.g., follow their natural curiosity and intrinsic motivation to learn) 	

7.1 <i>Self-identity</i>		GRADE 2
valuing German language and the cultures of German-speaking Peoples	<ul style="list-style-type: none"> participate in and appreciate cultural activities and traditions 	
valuing bilingualism/multiculturalism	<ul style="list-style-type: none"> recognize the benefits of a bilingual/multicultural education 	
7.2 <i>German Culture</i>		GRADE 2
historical elements	<ul style="list-style-type: none"> participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [<i>Karneval, Fasching</i>], music, dance, art, literature, food, etc.) 	NOTES:
contemporary elements	<ul style="list-style-type: none"> participate in activities and experiences that reflect contemporary elements of the German language and culture (see example above) 	
diversity	<ul style="list-style-type: none"> recognize diverse elements of the German culture in school and/or local community 	
change	<ul style="list-style-type: none"> gather information to demonstrate change within the German culture 	NOTES:

7.3 Building Community		GRADE 2
valuing diversity	<ul style="list-style-type: none"> explore diversity within the classroom and among families and communities 	
valuing similarity	<ul style="list-style-type: none"> explore similarities within the classroom and among families and communities 	
contributing to community	<ul style="list-style-type: none"> participate co-operatively in group activities by contributing ideas and supporting others 	
7.4 Global Citizenship		GRADE 2
responsible citizenship	<ul style="list-style-type: none"> demonstrate personal and social responsibility in the classroom, school, and community 	NOTES:
interdependence	<ul style="list-style-type: none"> recognize the benefits of working with a partner or within a group; recognize that one affects and is affected by the actions of others 	
intercultural skills	<ul style="list-style-type: none"> identify and describe causes of conflict in the classroom 	NOTES:
future opportunities	<ul style="list-style-type: none"> identify personal strengths and areas for development 	

GRADE 3

1.1 <i>Discover and Explore</i>		GRADE 3
express ideas	<ul style="list-style-type: none"> describe personal observations, experiences, and feelings 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> consider others' ideas and observations to discover and explore personal understanding 	
experiment with language	<ul style="list-style-type: none"> experiment with language to express feelings, and talk about experiences and events 	
express preferences	<ul style="list-style-type: none"> collect and share favourite oral, literary, and media texts 	
set goals	<ul style="list-style-type: none"> develop a sense of self as German reader, writer, and representer 	
1.2 <i>Clarify and Extend</i>		GRADE 3
develop understanding	<ul style="list-style-type: none"> examine how new experiences, ideas, and information connect to prior knowledge and experiences 	NOTES:
explain opinions	<ul style="list-style-type: none"> explain understanding of new concepts 	
combine ideas	<ul style="list-style-type: none"> arrange ideas and information in more than one way to make sense for self and others 	
extend understanding	<ul style="list-style-type: none"> reflect on ideas and experiences to clarify and extend understanding 	

2.1 Use Strategies and Cues		GRADE 3
prior knowledge	<ul style="list-style-type: none"> make connections among texts, prior knowledge, and personal experiences 	NOTES:
comprehension strategies	<ul style="list-style-type: none"> set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning 	
textual cues	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning 	
cueing systems	<ul style="list-style-type: none"> use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context 	
2.2 Respond to Texts		GRADE 3
experience various texts	<ul style="list-style-type: none"> participate in listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions 	NOTES:
connect self, texts, and culture	<ul style="list-style-type: none"> describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, literary, and media texts 	
appreciate the artistry of texts	<ul style="list-style-type: none"> identify words that form mental images and create mood in oral, literary, and media texts 	

2.3 Understand Forms and Techniques		GRADE 3
forms and genres	<ul style="list-style-type: none"> recognize the distinguishing features of a variety of forms and texts 	NOTES:
techniques and elements	<ul style="list-style-type: none"> identify the sequence of events in oral, literary, and media texts, the time and place in which they occur, and the roles of main characters 	
vocabulary	<ul style="list-style-type: none"> use knowledge of commonalities in word families to increase vocabulary in a variety of contexts 	
experiment with language	<ul style="list-style-type: none"> identify examples of repeated sounds and poetic effects that contribute to enjoyment; recognize humour in oral, literary, and media texts 	
create original texts	<ul style="list-style-type: none"> create original texts to communicate and demonstrate understanding of forms and techniques 	
3.1 Plan and Focus		GRADE 3
use personal knowledge	<ul style="list-style-type: none"> identify and categorize personal knowledge of a topic to determine information needs 	NOTES:
ask questions	<ul style="list-style-type: none"> ask topic-appropriate questions; identify and communicate information needs 	
participate in group inquiry	<ul style="list-style-type: none"> contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task 	

3.1 <i>Plan and Focus (continued)</i>		GRADE 3
create and follow a plan	<ul style="list-style-type: none"> recall and follow a sequential plan for accessing and gathering information 	NOTES:
3.2 <i>Select and Process</i>		GRADE 3
identify personal and peer knowledge	<ul style="list-style-type: none"> record and share personal knowledge of a topic 	NOTES:
identify sources	<ul style="list-style-type: none"> access information, using a variety of sources 	
evaluate sources	<ul style="list-style-type: none"> match information to inquiry or research needs 	
access information	<ul style="list-style-type: none"> use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas 	
make sense of information	<ul style="list-style-type: none"> determine the main ideas in information, using prior knowledge, predictions, connections, and inferences 	
3.3 <i>Organize, Record, and Assess</i>		GRADE 3
organize information	<ul style="list-style-type: none"> organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing 	NOTES:
record information	<ul style="list-style-type: none"> record facts and ideas, using a variety of strategies; list authors and titles of sources 	

3.3 Organize, Record, and Assess <i>(continued)</i>		GRADE 3
evaluate information	<ul style="list-style-type: none"> determine whether collected information is adequate for the established purpose 	NOTES:
develop new understanding	<ul style="list-style-type: none"> use gathered information and questions to review and add to knowledge 	
4.1 Generate and Focus		GRADE 3
generate ideas	<ul style="list-style-type: none"> generate and contribute ideas on particular topics for oral, written, and visual texts 	NOTES:
choose forms	<ul style="list-style-type: none"> use a variety of forms for particular audiences and purposes 	
organize ideas	<ul style="list-style-type: none"> order ideas to create a beginning, middle, and end in own oral, written, and visual texts 	
4.2 Enhance and Improve		GRADE 3
appraise own and others' work	<ul style="list-style-type: none"> share own stories and creations with peers, and respond to questions or comments 	NOTES:
revise content	<ul style="list-style-type: none"> revise own ideas to accommodate new ideas and information 	
enhance legibility	<ul style="list-style-type: none"> print or write legibly using a style that is consistent in alignment, shape, and spacing; demonstrate basic keyboarding skills 	
enhance artistry	<ul style="list-style-type: none"> experiment with words and simple sentence patterns 	

4.2 Enhance and Improve <i>(continued)</i>		GRADE 3
enhance presentation	<ul style="list-style-type: none"> combine illustrations and written texts to express ideas, feelings, and information 	NOTES:
4.3 Attend to Conventions		GRADE 3
grammar and usage	<ul style="list-style-type: none"> edit for complete sentences 	NOTES:
spelling	<ul style="list-style-type: none"> spell familiar words, using a variety of strategies and resources; know spelling conventions 	
capitalization and punctuation	<ul style="list-style-type: none"> know and use basic writing conventions when editing and proofreading 	
4.4 Present and Share		GRADE 3
share ideas and information	<ul style="list-style-type: none"> share information and ideas on a topic with a familiar audience, and clarify information by responding to questions 	NOTES:
effective oral and visual communication	<ul style="list-style-type: none"> present information and ideas using appropriate volume, intonation, and non-verbal cues 	
attentive listening and viewing	<ul style="list-style-type: none"> demonstrate appropriate audience behaviours 	

5.1 <i>Develop and Celebrate Community</i>		GRADE 3
share and compare	<ul style="list-style-type: none"> record ideas and experiences, and share them with others 	NOTES:
relate texts to culture	<ul style="list-style-type: none"> examine ideas within stories from oral, literary, and media texts from various communities 	
appreciate diversity	<ul style="list-style-type: none"> connect situations portrayed in oral, literary, and media texts to personal experiences 	
celebrate special occasions	<ul style="list-style-type: none"> acknowledge and celebrate individual and class achievements 	
5.2 <i>Encourage, Support, and Work with Others</i>		GRADE 3
co-operate with others	<ul style="list-style-type: none"> co-operate in a variety of partnership and group structures 	NOTES:
work in groups	<ul style="list-style-type: none"> take roles and ask others for their ideas, and express interest in their contributions 	
use language to show respect	<ul style="list-style-type: none"> show consideration for those whose ideas, abilities, and language use differs from their own 	
evaluate group process	<ul style="list-style-type: none"> understand how class members help each other 	

6.1 <i>Linguistic Elements</i>		GRADE 3
sound-symbol system	<ul style="list-style-type: none"> • use, in structured and oral situations, all elements of the sound-symbol system 	NOTES:
vocabulary	<ul style="list-style-type: none"> • use vocabulary and expressions appropriately in various contexts in the classroom and school environment 	
grammatical features	<ul style="list-style-type: none"> • use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> – verbs <i>mögen, möchten, wollen, sollen</i> – possessive pronouns <i>sein</i> and <i>ihr</i> – verbs (complete conjugation) – inversion for questions (<i>Hast du...?</i>) and adverbs of time and place (<i>Heute ist es ...</i>) – verb position in subordinate clause (<i>dass, weil</i>) – comparison of adjectives 	

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

6.1 <i>Linguistic Elements (continued)</i>		GRADE 3
grammatical features	<ul style="list-style-type: none"> • use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> – plural of nouns – correct indefinite nominative articles and possessive pronouns <i>mein</i> and <i>dein</i> – compound nouns – negation (<i>nicht</i>, <i>kein</i>) – noun and verb agreement for plural nouns – prepositions to define spatial relationships – verbs (infinitive) – <i>sein</i> and <i>haben</i> (present tense) 	NOTES:

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 <i>Linguistic Elements (continued)</i>		GRADE 3
mechanical features	<ul style="list-style-type: none"> • use basic German mechanical features 	NOTES:
discourse features	<ul style="list-style-type: none"> • use basic German discourse features in oral, written, and visual texts 	
6.2 <i>Language Competence</i>		GRADE 3
listening	<ul style="list-style-type: none"> • listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations 	NOTES:
speaking	<ul style="list-style-type: none"> • produce, sometimes spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic 	

6.2 Language Competence (continued)		GRADE 3
reading	<ul style="list-style-type: none"> read and understand a series of interrelated ideas on a familiar topic 	NOTES:
writing	<ul style="list-style-type: none"> produce, sometimes spontaneously and/or with guidance, a simple text on a familiar topic in a structured situation 	
viewing	<ul style="list-style-type: none"> view and understand simple events and and/or representations 	
representing	<ul style="list-style-type: none"> use a variety of forms to create representations of ideas, events, and information 	
6.3 Sociocultural/Sociolinguistic Elements		GRADE 3
register	<ul style="list-style-type: none"> recognize that some topics, words, or intonations are inappropriate in certain texts 	NOTES:
idiomatic expressions	<ul style="list-style-type: none"> understand and use a variety of simple idiomatic expressions as set phrases 	
variations in language	<ul style="list-style-type: none"> accept individual differences in speech 	
social conventions	<ul style="list-style-type: none"> use appropriate oral forms of address for people frequently encountered 	
non-verbal communication	<ul style="list-style-type: none"> recognize that some non-verbal behaviours may be inappropriate in certain contexts 	

6.4 Language Learning Strategies		GRADE 3
cognitive	<ul style="list-style-type: none"> use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., make personal dictionaries, experiment with various elements of the language) 	NOTES:
metacognitive	<ul style="list-style-type: none"> use a variety of simple metacognitive strategies, with guidance, to enhance language learning (e.g., decide in advance to attend to the learning task) 	
social/affective	<ul style="list-style-type: none"> use a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., reread familiar self-chosen texts to enhance understanding and enjoyment) 	
6.5 Language Use Strategies		GRADE 3
interactive	<ul style="list-style-type: none"> use a variety of simple interactive strategies, with guidance (e.g., ask for clarification or repetition when they do not understand) 	NOTES:
interpretive	<ul style="list-style-type: none"> use a variety of simple interpretive strategies, with guidance (e.g., determine the purpose of listening, listen or look for key words) 	
productive	<ul style="list-style-type: none"> use a variety of simple productive strategies, with guidance (e.g., use illustrations to provide detail when producing their own texts) 	

6.6 General Learning Strategies		GRADE 3
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies to enhance general learning (e.g., experiment with and concentrate on one thing at a time) 	NOTES:
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies to enhance general learning (e.g., decide in advance to attend to the learning task) 	
social/affective	<ul style="list-style-type: none"> use simple social and affective strategies to enhance general learning (e.g., participate in cooperative group learning tasks) 	
7.1 Self-identity		GRADE 3
valuing German language and the cultures of German-speaking peoples	<ul style="list-style-type: none"> recognize and appreciate various elements of the cultures of German-speaking peoples 	
valuing bilingualism/multiculturalism	<ul style="list-style-type: none"> understand the personal significance of a bilingual/multicultural education 	

7.2 German Culture		GRADE 3
historical elements	<ul style="list-style-type: none"> participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [<i>St. Martinstag</i>], music, dance, art, literature, food, etc.) 	NOTES:
contemporary elements	<ul style="list-style-type: none"> participate in activities and experiences that reflect contemporary elements of German culture (see example above) 	
diversity	<ul style="list-style-type: none"> identify diverse elements of German culture in school and/or the local community 	
change	<ul style="list-style-type: none"> identify how people's actions and lifestyles change to accommodate the changing needs of people 	
7.3 Building Community		GRADE 3
valuing diversity	<ul style="list-style-type: none"> explore diversity in the classroom, school, and local community, and reflect on its personal significance 	
valuing similarity	<ul style="list-style-type: none"> explore similarities in the classroom, school, and local community, and reflect on their personal significance 	
contributing to community	<ul style="list-style-type: none"> participate co-operatively in daily classroom duties, and support peers and classmates 	

7.4 <i>Global Citizenship</i>		GRADE 3
responsible citizenship	<ul style="list-style-type: none"> recognize that growing up involves making decisions and accepting consequences 	NOTES:
interdependence	<ul style="list-style-type: none"> identify the advantages and disadvantages of working collaboratively with a partner or group 	
intercultural skills	<ul style="list-style-type: none"> explore ways to resolve interpersonal conflict 	
future opportunities	<ul style="list-style-type: none"> identify personal strengths and areas for development, and set personal goals 	