



Kindergarten to Senior 4 German Language Arts

Manitoba Curriculum
Framework of Outcomes

KINDERGARTEN TO SENIOR 4 GERMAN LANGUAGE ARTS

Manitoba Curriculum Framework of Outcomes

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PREFACE

Kindergarten to Senior 4 German Language Arts: Manitoba Curriculum Framework of Outcomes (hereafter called the *Curriculum Framework*) was developed through the co-operative efforts of Alberta Learning, Edmonton Public Schools, Elk Island Public Schools, River East School Division, and Manitoba Education and Youth.

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

The *Curriculum Framework* presupposes that the following portions of instructional time are allocated to instruction in German:

- Kindergarten to Grade 6 – 50%
- Grade 7 to Senior 1 – 30%
- Senior 2 to Senior 4 – 30%

*In Western Canada, language programs in which French is the second language of instruction are generally called immersion programs rather than bilingual programs.

INTRODUCTION

Background

In 1999, the *Western Canadian Protocol for Collaboration in Basic Education: The Common Curriculum Framework for Bilingual Programming in International Languages (Kindergarten to Grade 12)* was developed through the co-operative efforts of the provinces of Alberta, Manitoba, and Saskatchewan. The intent of that document was to provide a common foundation and support for the development of language arts curricula for bilingual international language programs.

Subsequently, a draft *German Language Arts Program of Study (Kindergarten to Grade 12)* was developed for use in Edmonton Public Schools. That document was the basis for the development of this document, *Kindergarten to Senior 4 German Language Arts: Manitoba Curriculum Framework of Outcomes*, which has been developed collaboratively by Edmonton Public Schools, Manitoba Education and Youth, and River East-Transcona School Division. This document provides General and Specific Learning Outcomes.

Effective Bilingual Learning Environments

Effective bilingual learning environments are those where

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk-taking and choice
- diversity in learning styles is 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 specific international language is emphasized
- quality multimedia, print, and other resources are available and applied in a supportive, meaningful, and purposeful manner

Rationale

German bilingual programming contributes to personal development.

German bilingual programming establishes an environment in which both English and German languages are used and needed constantly for purposes of communication, personal satisfaction, and learning. Students have numerous opportunities to learn and use language in meaningful, purposeful ways to meet their needs, interests, and abilities.

Effective language acquisition occurs through the integrated delivery of subject-area content, language instruction, and cultural information, while fostering in students a positive attitude toward self and others. The German language is used to explore ideas and experiences to construct meaning and to communicate understanding.

German language learning is a lifelong endeavor.

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates throughout a learner's stages of growth. It develops gradually. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts and with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding. Errors are an integral part of the language learning process. By learning, experimenting with, and applying new language structures and vocabulary to their repertoire, and using them in a variety of contexts, students develop and refine language proficiency.

German bilingual language learning fosters cross-language competence.

Most children develop a strong repertoire of language skills in their first language in preschool years. Many of these skills are transferable to the new language learning context that German bilingual programming provides. Similarly, in acquiring a new language, students develop new language learning skills that can then be used in their first language. The continuous, concurrent development of first and second language skills, or skills in additional languages, is fostered in German bilingual programming. Opportunities for linguistic knowledge and skill development in both languages are maximized.

German bilingual language learning enhances all communication skills.

The development of communication skills is essential in effective bilingual programming. The six skill areas of listening, speaking, reading, writing, viewing, and representing contribute to the development of effective communication. These skills are interrelated and interdependent; facility in one strengthens and

supports the others. Proficiency in these language skills involves the development of comprehension and language production. The *Curriculum Framework* is designed to promote the development of language skills for a wide range of purposes in a wide range of contexts at increasing levels of fluency.

German bilingual language learning develops through the communicative approach.

The communicative approach in second language instruction emphasizes the importance of understanding and communicating a message. In the German bilingual program, students require support as they strive to express and understand thoughts, ideas, and feelings in two languages. The accuracy of language, oral or written, although important for precision of communication, initially plays a role that is secondary to communicating the message and using correct form.

German bilingual language learning promotes the acquisition of learning strategies.

The acquisition of the German language in bilingual programming is supported by providing students with explicit instruction in language learning strategies, language use strategies, and general learning strategies. The general language component of the *Curriculum Framework* provides a variety of learning outcomes at all levels to promote the acquisition of these strategies.

German bilingual programming promotes intra- and inter-cultural awareness.

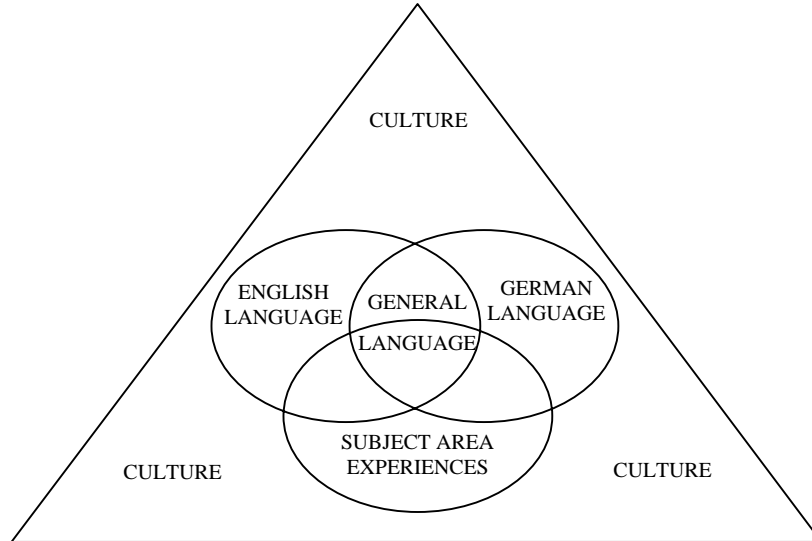
Language and culture are intensely intertwined. Language is a primary means by which cultural information is transmitted; culture influences linguistic form and content. Students in German bilingual programming bring to their programs a wide range of cultural backgrounds and experiences. The *Curriculum Framework* provides opportunities and support for students to explore their own cultural backgrounds, experiences, and identities, as well as those of members of the school community, the local community, and other communities of the world. The Culture section of the *Curriculum Framework* examines the dynamic nature of culture through the various perspectives of history, diversity, and change. It also provides opportunities for the exploration of similarities and differences among and within world cultures.

German bilingual programming develops global citizenship skills.

Effective participation in the global marketplace, workplace, and society requires strong communication skills, interpersonal and team skills, and strong knowledge and understanding of cultures. German bilingual programming provides a rich environment for the development of essential knowledge, skills, and attitudes that promote the development of effective global citizens and enhance the economic and career potential of the student. The *Curriculum Framework* has been developed to support the intellectual, social, emotional, creative, linguistic, and cultural development of students in German bilingual programs.

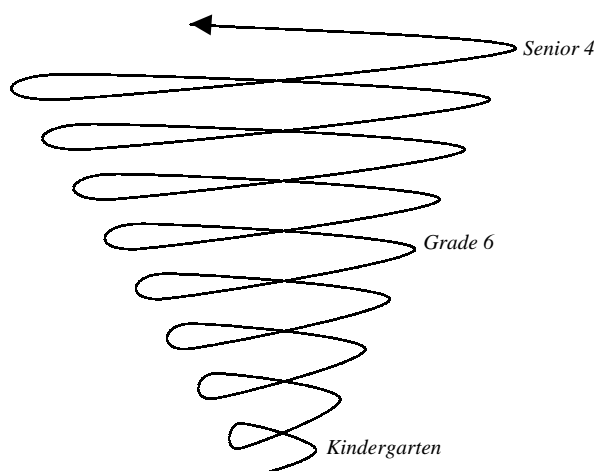
Conceptual Map

The *Curriculum Framework* reflects the breadth of German bilingual programming by providing learning outcomes for learning language and culture. However, German bilingual programming as a whole includes many other learning experiences of which language and culture are only a part. It also includes English language arts and language learning through different subject area experiences. The conceptual map below illustrates the relationship among these components.



A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications, experience with more text forms, contexts, and so on. For a sample list of text forms, see pages 126 to 128). The spiral also represents how language learning activities are best structured. Particular areas of experience, learning strategies, or language functions, for example, are revisited at different points in the grade level sequence, but from a different perspective, in broader contexts, or at a slightly higher level of proficiency each time. Learning is extended, reinforced, and broadened every time a point is revisited.



The levels presented are designed to represent the progression of knowledge, skills, and attitudes expected of students who have had no prior exposure to German upon entry into Kindergarten. However, students with prior exposure to German can be challenged within the *Curriculum Framework*.

The *Curriculum Framework* provides a progression of Specific Learning Outcomes from Kindergarten to Senior 4. Most often, the levels reflect a progression of development intended to match the developmental stages of the students. The Specific Learning Outcomes for each grade reflect the knowledge, skills, and attitudes that students are expected to achieve by the end of each grade. Students are expected to demonstrate the Specific Learning Outcomes for the current grade and build upon their prior knowledge and skills from previous grades.

The General and Specific Learning Outcomes established in this document are intended to be delivered in an integrated manner, throughout an entire curricular and extracurricular program. The achievement of the learning outcomes in the bilingual program is not necessarily the sole responsibility of the German language teacher. Learning outcomes may be achieved through a variety of programming experiences, including those in subject areas delivered in English.

Curriculum Framework **Overview**

For ease of use, the *Curriculum Framework* is divided into two major sections:

- Language Arts
- Culture

It is important that the sections be implemented in an integrated manner.

Language Arts

The Language Arts section of the *Curriculum Framework* is intended to reflect an integrated, interdependent approach to language learning within a bilingual programming context. Language Arts in a German bilingual context encompasses an English Language Component, a General Language Component, and a Specific Language Component.

The General Language Component in the *Curriculum Framework* directly parallels the Western Canadian Protocol English language arts framework. The General Learning Outcomes are the same as those of the *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12, 1998*, but the Specific Learning Outcomes have been adapted and refined for delivery in German. In this manner, both English language instruction and German language instruction support the development of common language knowledge, skills, and attitudes.

The Specific Language Component provides the detailed linguistic elements of the German language. As well, it includes sociocultural conventions, strategic learning sections, and descriptors of proficiency levels for each grade.

The Specific Language Component outlines the linguistic elements that students will need to be able to use the German language; the General Language Component provides the context and purpose for using the language and outlines the knowledge, skills, and attitudes that students are to develop. The two components should be developed concurrently, so that the language being learned is the language that students will need and be able to apply.

Culture

The Culture section fosters the development of essential knowledge, skills, and attitudes related to self, German language and cultures, the community, and the world. “German cultures” refers to the cultures of German-speaking peoples.

General Learning Outcomes

The General Learning Outcomes are broad statements that form the basis of the *Curriculum Framework*. Each General Learning Outcome outlines the key learnings that each section of the *Curriculum Framework* is designed to support. The General Learning Outcomes describe the common goals that all students in the Kindergarten to Senior 4 learning sequence are expected to achieve.

German programming is designed to promote all-round personal development by fostering social, emotional, moral, intellectual, and creative growth. To support this growth and development, the *Curriculum Framework* is built upon the following seven General Learning Outcomes:

Language Arts: General Language Component

1. Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.
2. Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.
3. Students will listen, speak, read, write, view, and represent in German to manage ideas and information.
4. Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.
5. Students will listen, speak, read, write, view, and represent in German to celebrate and build community.

Language Arts: Specific Language Component

6. Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Culture

7. Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Each General Learning Outcome includes Specific Learning Outcomes that students are to achieve by the end of each grade level. Specific Learning Outcomes are grouped under headings within each of the seven General Learning Outcomes.

Guide to Using this Document

The General and Specific Language Outcomes, as well as Culture Outcomes are organized by *clusters* or groupings identified at the top of the page. These *clusters* are broken down into separate *strands* identified in the left margin. Grade-specific descriptions are provided for each Specific Learning Outcome at each grade level. A specific strand supporting a General Learning Outcome is developed over four consecutive pages, according to the main grade divisions K – 3, 4 – 6, 7 – Senior 1, and Senior 2 – Senior 4.

It is strongly recommended that, when considering a Specific Learning Outcome in this document, teachers consult the Specific Learning Outcomes in the grade levels prior to and following the given outcome, for a clearer understanding as to context and intended developmental sequence. Similarly, any given Specific Learning Outcome must be understood with reference to the strand and General Learning Outcome categories.

Please see the following page for examples of how to understand the structure of this document.

Sample Page

General Learning Outcome 4

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

cluster heading
for Specific
Learning Outcomes

4.1 *Generate and Focus*

Grade 7

Grade 8

Senior 1

By the end of each grade, students will be able to:

	Grade 7	Grade 8	Senior 1
Generate	1. experiment with various ways to generate ideas and focus a topic	1. consider form and audience when generating ideas and focusing a topic	1. use a variety of techniques to generate and select ideas for oral, written, and visual texts
Choose Forms	2. select and compose, using specific forms that serve various audiences and purposes	2. compose, using specific forms to match content, audience, and purpose	2. compose, using specific forms to match content, audience, and purpose
Organize Ideas	3. identify and use appropriate organizational patterns in own oral, written, and visual texts	3. identify and use a variety of organizational patterns in own oral, written, and visual texts; compose effective introductions and conclusions	3. identify and use a variety of organizational patterns in own oral, written, and visual texts; use effective transitions

read each page vertically for learning outcomes expected by the end of each grade

strand headings for
Specific Learning
Outcomes

Specific Learning Outcome statements for each grade

read each page horizontally for developmental flow of learning outcomes from grade to grade

LANGUAGE ARTS

Language learning occurs most effectively when students are actively involved in using language for meaningful purposes. In German bilingual classrooms, students have the opportunity to acquire two languages that may be applied in achieving the learning outcomes of the bilingual program.

The Language Arts section in the *Curriculum* comprises two interrelated components:

- General Language Component
- Specific Language Component

The **General Language Component** outlines the knowledge, skills, and attitudes to be developed using the German language. The General Learning Outcomes in the General Language component parallel those of *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education, 1998*.

The **Specific Language Component** provides the linguistic elements that students develop in German as well as quantitative descriptions of the levels of proficiency expected in each grade.

This approach focuses all language learning instruction, whether the language of delivery be English or German, on the development of the essential knowledge, skills, and attitudes that are common to both languages.

GENERAL LANGUAGE COMPONENT

The General Language Component provides the context and purpose for the development and use of the German language.

The commonalities with the English language arts document facilitate an integrated, contextualized approach to language learning. They also establish essential language learning that is common to both English and German language programming by supporting and promoting a collaborative and integrated approach to language instruction. The Specific Learning Outcomes established for each grade level reflect achievement expectations to be demonstrated in German.

General Learning Outcomes

The following five General Learning Outcomes outline the key learnings that the General Language Component is designed to support.

General Learning Outcome 1

Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

General Learning Outcome 3

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

General Learning Outcome 4

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

General Learning Outcome 5

Students will listen, speak, read, write, view, and represent in German to celebrate and build community.

General Learning Outcome 1

Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.

1.1 Discover and Explore

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>By the end of each grade, students will be able to:</i>				
Express Ideas	1. respond to a range of experiences	1. express personal experiences and familiar events	1. make personal observations and talk about them	1. describe personal observations, experiences, and feelings
Consider Others' Ideas	2. participate in a range of experiences, and represent these experiences	2. listen to and acknowledge experiences and feelings shared by others	2. ask for others' ideas and observations to help discover and explore personal understanding	2. consider others' ideas and observations to discover and explore personal understanding
Experiment with Language	3. use a variety of forms to explore and express familiar events, ideas, and information	3. use a variety of forms to explore and express familiar events, ideas, and information	3. use a variety of forms to organize and give meaning to familiar experiences, ideas, and information	3. experiment with language to express feelings, and talk about experiences and events
Express Preferences	4. demonstrate enjoyment of an oral, literary, or media text	4. express preferences for a variety of oral, literary, and media texts	4. explain why an oral, literary, or media text is a personal favourite	4. collect and share favourite oral, literary, and media texts
Set Goals	5. participate in teacher-led group activities; demonstrate reading, writing, and representing* behaviours	5. participate in reading, writing, and representing* activities	5. choose to speak, read, write, and represent* in German	5. develop a sense of self as German speaker, reader, writer, and presenter*

*Refer to Glossary for examples.

General Learning Outcome 1

Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.

1.1 *Discover and Explore*

Grade 4

Grade 5

Grade 6

By the end of each grade, students will be able to:

Express Ideas	1.	describe and reflect upon personal observations and experiences	1.	use personal experiences as a basis for exploring and expressing opinions and understanding	1.	use exploratory language to discover own interpretations; share personal responses
	2.	explore connections among a variety of insights, ideas, and responses	2.	seek others' viewpoints to build on personal responses and understanding	2.	select from others' ideas and observations to develop thinking and understanding
Consider Others' Ideas	3.	explore and experiment with a variety of forms of expression for particular personal purposes	3.	explore and experiment with a variety of forms of expression for particular personal purposes	3.	explore and experiment with a variety of forms of expression for particular personal purposes
Experiment with Language	4.	collect and explain preferences for particular forms of oral, literary, and media texts	4.	review a collection of favourite oral, literary, and media texts; share responses to preferred forms	4.	assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms
Express Preferences	5.	identify areas of personal accomplishment in language learning and use	5.	identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use	5.	assess personal language use, and set personal goals to enhance language learning and use
Set Goals						

General Learning Outcome 1

Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.

1.1 *Discover and Explore*

	Grade 7	Grade 8	Senior 1
<i>By the end of each grade, students will be able to:</i>			
Express Ideas	1. use exploratory language to discuss and record a variety of opinions and conclusions	1. explore diverse ideas to develop conclusions, opinions, and understanding	1. question and reflect on personal responses and interpretations, and apply personal viewpoints to diverse situations or circumstances
Consider Others' Ideas	2. compare own insights and viewpoints to those of others	2. integrate new understanding with previous viewpoints and interpretations	2. acknowledge the value of ideas and opinions of others in exploring and extending personal interpretations and viewpoints
Experiment with Language	3. expand self-expression in oral, written, and visual forms	3. expand self-expression in oral, written, and visual forms	3. expand self-expression in oral, written, and visual forms
Express Preferences	4. explore oral, literary, and media texts recommended by peers	4. explore oral, literary, and media texts recommended by peers	4. explore a variety of oral, literary, and media texts other than those of personal preferences
Set Goals	5. assess personal language use, and revise personal goals to enhance language learning and use	5. use appropriate terminology to discuss developing abilities in personal language learning and use	5. self-monitor growth in language learning and use, using predetermined criteria

General Learning Outcome 1

Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.

1.1 *Discover and Explore*

Senior 2

Senior 3

Senior 4

By the end of each grade, students will be able to:

Express Ideas	1. recognize the value of exploratory language in discovering and expanding understanding and viewpoints	1. summarize and speculate on ideas, observations, and opinions of self and others	1. speculate on and hypothesize about ideas, observations, and opinions
Consider Others' Ideas	2. seek information to add to current understanding	2. formulate personal understanding and interpretations	2. discuss personal understanding and interpretations
Experiment with Language	3. expand forms of self-expression in oral, written, and visual forms	3. expand forms of self-expression to include comparative analysis	3. expand forms of self-expression
Express Preferences	4. explore a variety of texts and genres by particular writers, artists, storytellers, and filmmakers other than those of personal preferences	4. explain the value of pursuing personal preferences for a variety of texts and genres by particular writers, artists, storytellers, and filmmakers	4. use experiences with a variety of texts and genres by particular writers, artists, storytellers, and filmmakers for enjoyment and satisfaction
Set Goals	5. demonstrate confidence in personal language learning and use in a variety of formal and informal contexts	5. demonstrate self-direction, self-appraisal, and open-mindedness in language learning and use	5. demonstrate self-direction, self-appraisal, and open-mindedness in language learning and use, and recognize self as a lifelong learner

General Learning Outcome 1

Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.

1.2 Clarify and Extend

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>By the end of each grade, students will be able to:</i>				
Develop Understanding	1. recognize connections between new experiences and prior knowledge	1. connect new experiences and information with prior knowledge	1. connect new information, ideas, and experiences with prior knowledge and experiences	1. examine how new experiences, ideas, and information connect to prior knowledge and experiences
Explain Options	2. explore new experiences and ideas	2. describe new experiences and ideas	2. explain new experiences and understanding	2. explain understanding of new concepts
Combine Ideas	3. group ideas and information to make sense	3. group and sort ideas and information to make sense	3. arrange ideas and information to make sense	3. arrange ideas and information in more than one way to make sense for self and others
Extend Understanding	4. wonder about new ideas and observations	4. demonstrate curiosity about ideas and observations to make sense of experiences	4. ask basic questions to make sense of experiences	4. reflect on ideas and experiences to clarify and extend understanding

General Learning Outcome 1

Students will listen, speak, read, write, view, and represent, in German to explore thoughts, ideas, feelings, and experiences.

1.2 Clarify and Extend

	Grade 4	Grade 5	Grade 6
<i>By the end of each grade, students will be able to:</i>			
Develop Understanding	1. connect new information and experiences with prior knowledge to construct meaning in different contexts	1. reflect on prior knowledge and experiences to arrive at new understanding	1. use prior knowledge and experiences selectively to make sense of new information in a variety of contexts
Explain Options	2. express new concepts and understanding in own words	2. explain personal viewpoints	2. explain and support personal viewpoints; revise previous understanding
Combine Ideas	3. organize ideas and information in ways that clarify and shape understanding	3. experiment with arranging ideas and information in a variety of ways to clarify understanding	3. search for ways to reorganize ideas and information to extend understanding
Extend Understanding	4. ask basic questions to clarify information and develop new understanding	4. ask questions to clarify information and develop new understanding	4. ask a variety of questions to clarify information and develop new understanding

General Learning Outcome 1

Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.

1.2 Clarify and Extend

Grade 7

Grade 8

Senior 1

By the end of each grade, students will be able to:

Develop Understanding	1.	recognize the value of connecting prior and new knowledge and experiences to shape and extend understanding	1.	understand the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding	1.	reflect on new understanding in relation to prior knowledge, and identify gaps in personal knowledge
	2.	summarize and represent personal viewpoints in meaningful ways	2.	articulate, represent, and explain personal viewpoints clearly	2.	review and refine personal viewpoints through reflection, feedback, and self-assessment
	3.	search for ways to reorganize ideas and information to extend understanding	3.	identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding	3.	structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding
	4.	ask specific and focused questions for elaboration and clarification, and discuss experiences and understanding	4.	ask specific and focused questions, reconsider initial understanding in light of new information, and listen to diverse opinions and recognize ambiguity	4.	consider diverse opinions and assess whether new information clarifies understanding

General Learning Outcome 1

Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.

1.2 Clarify and Extend

Senior 2

Senior 3

Senior 4

By the end of each grade, students will be able to:

Develop Understanding	1. analyze connections between new and prior knowledge and ideas to clarify understanding for self and others	1. analyze and synthesize connections between new and prior knowledge, ideas, and experiences to clarify and shape understanding	1. analyze and synthesize connections between new and prior knowledge, ideas, and experiences to clarify and shape understanding
	2. reflect on changing personal viewpoints and anticipate possible consequences	2. reflect on changing personal viewpoints and anticipate possible consequences	2. reflect critically on changing viewpoints and identify questions and ideas that merit further thought or reflection
Combine Ideas	3. develop a repertoire of organizational structures to clarify ideas and information and to bring order to own thinking	3. expand repertoire of organizational structures to clarify ideas and information and to bring order to own thinking	3. use a variety of organizational structures to clarify ideas and information and to bring order to own thinking
Extend Understanding	4. ask discriminating questions to interpret, evaluate, and reflect on ideas and information	4. explore divergent viewpoints for relevance and validity	4. examine and interpret alternative perspectives, and arrive at and articulate new understanding

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.1 Use Strategies and Cues

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>By the end of each grade, students will be able to:</i>				
Prior Knowledge	1. make connections between oral language, texts, and personal experiences	1. make connections between texts, prior knowledge, and personal experiences	1. make connections between texts, prior knowledge, and personal experiences	1. make connections between texts, prior knowledge, and personal experiences
Comprehension Strategies	2. recognize and anticipate meaning from familiar print, symbols, and images in context	2. anticipate meaning; revise understanding based on further information	2. anticipate meaning, recognize relationships, and draw conclusions; use a variety of strategies to confirm understanding	2. set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning
Textual Cues	3. recognize environmental print, symbols, and images in context; recognize own name and personally familiar words	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning
Cueing Systems	4. recognize that text is organized in specific patterns and that text symbols represent sounds, words, or ideas	4. use syntactic, semantic, and graphophonic cues to construct and confirm meaning	4. use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context	4. use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.1 Use Strategies and Cues

	Grade 4	Grade 5	Grade 6
<i>By the end of each grade, students will be able to:</i>			
Prior Knowledge	1. make and record connections between personal experiences, prior knowledge, and a variety of texts	1. make and record connections between personal experiences, prior knowledge, and a variety of texts	1. make and record connections between personal experiences, prior knowledge, and a variety of texts
Comprehension Strategies	2. confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading	2. use a variety of comprehension strategies to confirm understanding and self-correct	2. use comprehension strategies appropriate to the type of text and purpose
Textual Cues	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning
Cueing Systems	4. use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context	4. use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context	4. use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.1 Use Strategies and Cues

	Grade 7	Grade 8	Senior 1
<i>By the end of each grade, students will be able to:</i>			
Prior Knowledge	1. make connections between previous experiences, prior knowledge, and textual material	1. make connections between previous experiences, prior knowledge, and textual material and apply them to new contexts	1. analyze and explain connections between previous experiences, prior knowledge, and textual material
Comprehension Strategies	2. use comprehension strategies appropriate to the type of text and purpose, and use a variety of strategies to remember ideas	2. use a variety of comprehension strategies to make sense of familiar and unfamiliar texts and remember ideas	2. use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages
Textual Cues	3. use textual cues to construct and confirm meaning and interpret texts	3. use textual cues to construct and confirm meaning and interpret texts	3. use textual cues to construct and confirm meaning and interpret texts
Cueing Systems	4. use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning and interpret texts	4. use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning and interpret texts	4. use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning and interpret texts

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.1 Use Strategies and Cues

	Senior 2	Senior 3	Senior 4
<i>By the end of each grade, students will be able to:</i>			
Prior Knowledge	1. analyze and explain connections between diverse experiences, prior knowledge, and a variety of texts	1. analyze and explain connections between diverse experiences, prior knowledge, and a variety of texts	1. analyze and explain connections between diverse experiences, prior knowledge, and a variety of texts
Comprehension Strategies	2. use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages	2. apply and adjust strategies for comprehending a variety of texts, and use a personal repertoire of strategies to monitor interpretations	2. apply and adjust strategies for comprehending a variety of texts, and determine the accuracy of interpretations when paraphrasing and summarizing ideas
Textual Cues	3. use textual cues and prominent organizational patterns within texts to confirm meaning and interpret texts	3. use textual cues, prominent organizational patterns within texts, and stylistic techniques to construct and confirm meaning and interpret texts	3. use textual cues, prominent organizational patterns within texts, and stylistic techniques to construct and confirm meaning and interpret texts
Cueing Systems	4. use appropriate syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning and interpret texts	4. use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning and interpret texts	4. use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning and interpret texts

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.2 Respond to Texts

	Kindergarten	Grade 1	Grade 2	Grade 3
Experience Various Texts	1. participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions*	1. participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions*	1. participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions*	1. participate in listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions*
	2. share personal experiences related to oral, literary, and media texts; talk about and represent the actions of people in texts	2. share personal experiences related to oral, literary, and media texts; identify characters' choices and the resulting consequences	2. discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts	2. describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, literary, and media texts
	3. share feelings evoked by oral, literary, and media texts	3. share feelings and moods evoked by oral, literary, and media texts	3. identify and express the feelings of people in oral, literary, and media texts	3. identify words that form mental images and create mood in oral, literary, and media texts
Connect Self, Texts, and Culture				
Appreciate the Artistry of Texts				

*Refer to the Sample List of Text Forms in the Appendix.

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.2 *Respond to Texts*

	Grade 4	Grade 5	Grade 6
Experience Various Texts	1. experience texts from a variety of genres and cultural traditions*	1. experience texts from a variety of genres and cultural traditions; share responses*	1. seek opportunities to experience texts from a variety of genres and cultural traditions; explain preferences for particular types of oral, literary, and media texts*
Connect Self, Texts, and Culture	2. identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts	2. identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts	2. compare the challenges and situations encountered in own daily life with those experienced by people in other times, places, and cultures as portrayed in oral, literary, and media texts
Appreciate the Artistry of Texts	3. identify mood evoked by oral, literary, and media texts	3. identify descriptive and figurative language in oral, literary, and media texts	3. identify descriptive and figurative language in oral, literary, and media texts; discuss how it enhances understanding of people, places, and actions

*Refer to the Sample List of Text Forms in the Appendix.

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.2 Respond to Texts

	Grade 7	Grade 8	Senior 1
<i>By the end of each grade, students will be able to:</i>			
Experience Various Texts	1. experience texts from a variety of genres and cultural traditions, and discuss preferences*	1. experience texts from a variety of genres and cultural traditions, and compare own interests to those of others*	1. experience texts from a variety of genres and cultural traditions, and explain interpretations of the text*
Connect Self, Texts, and Culture	2. compare own understanding of people, cultural traditions, and values portrayed in oral, literary, and media texts to that of others	2. discuss how similar ideas, people, experiences, and traditions are conveyed in various oral, literary, and media texts	2. examine how personal experiences, community traditions, and Canadian perspectives are presented in oral, literary, and media texts
Appreciate the Artistry of Texts	3. identify descriptive and figurative language in oral, literary, and media texts, and discuss how it enhances understanding of people, places, actions, and events	3. identify language and visual images that create mood and evoke emotion in oral, literary, and media texts	3. identify and describe techniques used to create mood in oral, literary, and media texts

*Refer to the Sample List of Text Forms in the Appendix.

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.2 Respond to Texts

	Senior 2	Senior 3	Senior 4
<i>By the end of each grade, students will be able to:</i>			
Experience Various Texts	1. experience texts from a variety of genres and cultural traditions, and explain interpretations of the text*	1. experience texts from a variety of genres and cultural traditions, and explain various interpretations of the same text*	1. experience a range of texts from a variety of genres and cultural traditions, and consider alternative interpretations and evaluations*
Connect Self, Texts, and Culture	2. compare the portrayals of people, events, or perspectives from a variety of oral, literary, and media texts	2. compare the themes portrayed in a variety of oral, literary, and media texts	2. compare the themes and values portrayed in a variety of oral, literary, and media texts
Appreciate the Artistry of Texts	3. discuss how word choice and supporting details in oral, literary, and media texts affect purpose and audience	3. examine how word choice in oral, literary, and media texts alters and enhances mood or meaning and affects audience	3. analyze how word choice and visual images in oral, literary, and media texts create a composite meaning and effect

*Refer to the Sample List of Text Forms in the Appendix.

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.3 Understand Forms and Techniques

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>By the end of each grade, students will be able to:</i>				
Forms and Genres	1. distinguish between what is realistic and imaginary in oral, literary, and media forms and texts	1. recognize different oral, literary, and media forms and texts	1. recognize that information and ideas can be expressed in a variety of forms and texts	1. recognize the distinguishing features of a variety of forms and texts
Techniques and Elements	2. develop a sense of story through listening, reading, and viewing experiences	2. identify the beginning, middle, and end of oral, literary, and media texts	2. represent the beginning, middle, and end of oral, literary, and media texts	2. 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	3. demonstrate curiosity about and experiment with sounds, letters, words, and word patterns	3. experiment with parts of words, word combinations, and word patterns	3. explore commonalities in word families to increase vocabulary	3. use knowledge of commonalities in word families to increase vocabulary in a variety of contexts
Experiment with Language	4. appreciate the sounds and rhythms of language	4. appreciate repetition, rhyme, and rhythm in shared language experiences	4. demonstrate interest in the sounds of words, word combinations, and phrases	4. identify examples of repeated sounds and poetic effects that contribute to enjoyment; recognize humour in oral, literary, and media texts
Create Original Texts	5. create original oral and media texts	5. create basic texts to communicate and demonstrate understanding of basic forms	5. create basic texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.3 Understand Forms and Techniques

	Grade 4	Grade 5	Grade 6
Forms and Genres	1. distinguish similarities and differences between various oral, literary, and media forms and texts	1. understand and use a variety of oral, literary, and media forms and texts	1. recognize key characteristics of various oral, literary, and media genres, such as myths, short novels, poetry, drawings, and prints
Techniques and Elements	2. explain connections between events and roles of main characters in oral, literary, and media texts; identify how these connections may influence people's behaviours	2. identify key elements, including plot, setting, and characterization, and techniques such as colour, music, and speed, in oral, literary, and media texts	2. examine key elements and techniques in oral, literary, and media texts
Vocabulary	3. build knowledge of words and word relationships, using a variety of sources	3. expand knowledge of words and word relationships, using a variety of sources	3. identify how and why word structures and meanings change
Experiment with Language	4. recognize how words and word combinations such as word-play, repetition, and rhyme influence or convey meaning; recognize that exaggeration can be used to convey humour	4. recognize how words and word combinations such as word-play, repetition, and rhyme influence or convey meaning; identify ways in which exaggeration is used to convey humour	4. experiment with words and sentence patterns for a variety of purposes
Create Original Texts	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.3 Understand Forms and Techniques

	Grade 7	Grade 8	Senior 1
<i>By the end of each grade, students will be able to:</i>			
Forms and Genres	1. identify preferences for particular oral, literary, and media forms and genres	1. demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content	1. explain preferences for particular oral, literary, and media forms and genres
Techniques and Elements	2. examine techniques of plot development in oral, literary, and media texts, and explore their impact	2. examine techniques of plot development in oral, literary, and media texts, and examine how they interact to create effect	2. examine techniques of plot development and of persuasion in oral, literary, and media texts
Vocabulary	3. explore factors, such as history, social trends, and geographic isolation, that influence word families and the evolution of language	3. appreciate variations in language, accent, and dialect in communities, regions, and countries, and recognize the derivation and use of words, phrases, and jargon	3. recognize uses and abuses of slang, colloquialism, and jargon
Experiment with Language	4. identify creative uses of language in oral, literary, and media texts	4. identify creative uses of language in popular culture, and explain how imagery and figures of speech create tone and mood in texts	4. examine creative uses of language in popular culture, and recognize how figurative language and techniques create a dominant impression, mood, tone, and style
Create Original Texts	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.3 Understand Forms and Techniques

	Senior 2	Senior 3	Senior 4
<i>By the end of each grade, students will be able to:</i>			
Forms and Genres	1. describe various oral, literary, and media forms and genres	1. recognize unique characteristics of a variety of oral, literary, and media forms and genres	1. understand how choice of genre and form affects audience response
Techniques and Elements	2. examine how plot, character, and setting contribute to an overall theme, and recognize the effectiveness of techniques used in oral, literary, and media texts	2. analyze how plot, character, setting, and mood enhance meaning, and evaluate the effectiveness of techniques used in oral, literary, and media texts	2. evaluate how elements and techniques are combined to create effect
Vocabulary	3. recognize uses and abuses of slang, colloquialism, and jargon	3. recognize the use of archaic language, and examine how word usage evolves over time	3. recognize the derivation of specialized and technical language and the role of culture and invention in word creation and usage (such as computer terminology)
Experiment with Language	4. analyze ways in which creative uses of language influence thought, emotion, and meaning, and identify how symbols are used to represent abstract ideas	4. evaluate ways in which creative uses of language develop a personal style, and evaluate the effectiveness of media techniques and devices	4. evaluate ways in which creative uses of language develop a personal style, and evaluate the effectiveness of media techniques and devices (such as fades, close-ups, and flashbacks)
Create Original Texts	5. create original texts, such as editorials, plays, displays, photographs, and media presentations to communicate and demonstrate understanding of forms and techniques	5. create original texts, such as biographies, audio or video presentations, and photo essays to communicate and demonstrate understanding of forms and techniques	5. create original texts, such as multimedia presentations, artistic representations, and personal compositions to communicate and demonstrate understanding of forms and techniques

General Learning Outcome 3

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

3.1 *Plan and Focus*

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>By the end of each grade, students will be able to:</i>				
Use Personal Knowledge	1. demonstrate personal knowledge of a topic	1. contribute personal knowledge of a topic to gather information	1. record and share personal knowledge of a topic to identify information needs	1. identify and categorize personal knowledge of a topic to determine information needs
Ask Questions	2. ask commonly used questions to satisfy personal curiosity and information needs in the classroom context	2. ask basic questions to satisfy personal curiosity and information needs	2. ask questions to understand a topic, and identify information needs	2. ask topic-appropriate questions; identify and communicate information needs
Participate in Group Inquiry	3. ask and answer commonly used questions to help satisfy group curiosity and information needs in the classroom context	3. ask and answer basic questions to help satisfy group curiosity and information needs on a topic	3. contribute relevant information and questions to assist in group understanding of a topic or task	3. contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task
Create and Follow a Plan	4. listen to and follow simple directions in the classroom context	4. listen actively and follow directions for gathering information and ideas	4. recall and follow directions for accessing and gathering information	4. recall and follow a sequential plan for accessing and gathering information

General Learning Outcome 3

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

3.1 *Plan and Focus*

	Grade 4	Grade 5	Grade 6
<i>By the end of each grade, students will be able to:</i>			
Use Personal Knowledge	1. categorize personal knowledge of a topic to determine information needs	1. summarize personal knowledge of a topic in categories to determine information needs	1. summarize and focus personal knowledge of a topic to determine information needs
Ask Questions	2. ask general and specific questions on topics, using predetermined categories	2. formulate general and specific questions to identify information needs	2. formulate relevant questions to focus information needs
Participate in Group Inquiry	3. identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research	3. share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research	3. contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research
Create and Follow a Plan	4. select and use a plan for gathering information	4. gather and record information and ideas using a plan	4. create and follow a plan to collect and record information

General Learning Outcome 3

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

3.1 Plan and Focus

	Grade 7	Grade 8	Senior 1
<i>By the end of each grade, students will be able to:</i>			
Use Personal Knowledge	1. examine personal knowledge of and experiences related to a topic to determine information needs	1. determine personal knowledge of a topic to generate possible areas of inquiry or research	1. determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research
Ask Questions	2. formulate, with guidance, a variety of relevant questions on a topic to establish a purpose for seeking information	2. formulate, independently, relevant main and subordinate questions on a topic to establish a purpose for gathering information	2. develop a variety of focused questions to establish a purpose for gathering information
Participate in Group Inquiry	3. contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research	3. contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes	3. contribute ideas, knowledge, and strategies to help identify group information needs and sources
Create and Follow a Plan	4. prepare and use a plan to access information and ideas from a variety of sources, such as teachers, peers, print and non-print materials, and electronic sources	4. prepare and use a plan to access, gather, and record relevant information in own words from a variety of human, print, and electronic sources	4. prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources

General Learning Outcome 3

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

3.1 Plan and Focus

	Senior 2	Senior 3	Senior 4
<i>By the end of each grade, students will be able to:</i>			
Use Personal Knowledge	1. use personal expertise and that of others on a topic to determine inquiry or research focus	1. reflect on own expertise and information and that of others to identify topic interests, depth of knowledge, and information needs for inquiry or research	1. reflect on personal understanding and knowledge to determine topic interests, gaps in knowledge, and inquiry or research objectives
Ask Questions	2. develop focused inquiry or research questions to anticipate personal and audience needs on a topic	2. formulate and adjust inquiry or research questions to focus a topic and purpose	2. develop effective, focused inquiry or research questions
Participate in Group Inquiry	3. collaborate to identify group knowledge base and determine inquiry or research topic focus	3. collaborate to identify group knowledge base and determine inquiry or research topic focus	3. collaborate to determine own knowledge base and that of others, and determine inquiry or research topic focus
Create and Follow a Plan	4. prepare, use, and adjust an inquiry or research plan as needed to access relevant information and ideas independently using a variety of methods	4. prepare, use, and revise an inquiry or research plan, and locate, access, and record relevant information from a variety of sources	4. prepare, use, and revise an inquiry or research plan, and locate, access, evaluate, and select relevant information independently from a variety of sources

General Learning Outcome 3

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

3.2 Select and Process

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>By the end of each grade, students will be able to:</i>				
Identify Personal and Peer Knowledge	1. identify self and others as sources of information	1. identify and share basic personal knowledge related to experiences	1. participate in group discussion to generate information on a topic and to identify sources of additional information	1. record and share personal knowledge of a topic
Identify Sources	2. seek information from others in the classroom context	2. seek information from a variety of sources	2. answer questions, using oral, visual, and print information sources	2. access information, using a variety of sources
Evaluate Sources	3. recognize when information answers the questions asked	3. recognize when information answers the questions asked	3. compare gathered ideas and information to personal knowledge	3. match information to inquiry or research needs
Access Information	4. use visual and auditory cues to understand ideas and information	4. use visual and auditory cues to make meaning; understand that library materials have a specific organizational system	4. use visual and auditory cues to make meaning; use the specific library organizational system to locate information and ideas; use titles to locate information	4. use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas
Make Sense of Information	5. use prior knowledge to make sense of information	5. make and check predictions using prior knowledge and oral, visual, and written text features to understand information	5. make connections between prior knowledge, ideas, and information and oral, visual, and written text features	5. determine main ideas in information using prior knowledge, predictions, connections, and inferences

General Learning Outcome 3

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

3.2 *Select and Process*

	Grade 4	Grade 5	Grade 6
<i>By the end of each grade, students will be able to:</i>			
Identify Personal and Peer Knowledge	1. record, select, and share personal knowledge of a topic to focus inquiry or research	1. record, select, and share personal knowledge of a topic to focus inquiry or research	1. record personal knowledge of a topic and collaborate to generate information for inquiry or research
Identify Sources	2. answer inquiry or research questions, using a variety of information sources	2. answer inquiry or research questions, using a variety of information sources	2. answer inquiry or research questions, using a variety of information sources
Evaluate Sources	3. review information to determine its usefulness to inquiry or research needs	3. review information to determine its usefulness to inquiry or research needs	3. review information to determine its usefulness to inquiry or research needs
Access Information	4. use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas	4. use a variety of tools to access information and ideas; use visual and auditory cues to identify important information	4. use a variety of tools to access information and ideas; use visual and auditory cues to gather important information
Make Sense of Information	5. determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues	5. recognize organizational patterns of oral, visual, and written text; skim, scan, and listen for key words and phrases	5. use organizational patterns of oral, visual, and written text to construct meaning; skim, scan, and read closely to gather information

General Learning Outcome 3

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

3.2 Select and Process

Grade 7

Grade 8

Senior 1

By the end of each grade, students will be able to:

	Grade 7	Grade 8	Senior 1
Identify Personal and Peer Knowledge	1. select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research	1. access, record, and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research	1. access, record, and appraise personal and peer knowledge of a topic, and evaluate it for breadth and depth to establish an information base for inquiry or research
Identify Sources	2. extend inquiry and research questions, using a variety of information sources	2. distinguish between fact and opinion when inquiring or researching using a variety of information sources	2. obtain information and varied perspectives when inquiring or researching using a variety of information sources
Evaluate Sources	3. use pre-established criteria to evaluate the currency, usefulness, and reliability of information sources in answering inquiry or research questions	3. develop and use criteria for evaluating information sources for a particular inquiry or research plan	3. evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan
Access Information	4. expand and use a repertoire of skills, including visual and auditory, to access information and ideas from a variety of sources	4. recall, expand, and use a variety of skills, including visual and auditory, to access information and ideas from a variety of sources	4. expand and use a variety of skills, including visual and auditory, to access information and ideas from a variety of sources
Make Sense of Information	5. determine literal and implied meaning of oral, visual, and written texts, using a variety of strategies and cues	5. determine literal and implied meaning; adjust rate of reading or viewing according to purpose, topic, density of information, and organizational patterns of text	5. identify a variety of factors, such as organizational patterns of text, page layouts, font styles, colour, voice-over and camera angle, that affect meaning; scan to locate specific information quickly; and summarize, report, and record main ideas of extended oral, visual, and written texts

General Learning Outcome 3

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

3.2 Select and Process

Senior 2

Senior 3

Senior 4

By the end of each grade, students will be able to:

Identify Personal and Peer Knowledge	1. access, record, and appraise personal expertise on an inquiry or research topic, and initiate inquiry or research, using pre-established criteria	1. access, record, and appraise personal expertise on an inquiry or research topic, and focus inquiry or research according to pre-established organization of a project	1. identify personal knowledge of a topic and design projects to generate additional knowledge and ideas
Identify Sources	2. identify a range of diverse information sources to satisfy inquiry or research needs	2. identify a range of information sources on an inquiry or research topic	2. identify a range of diverse forms of information sources to satisfy information needs
Evaluate Sources	3. evaluate the quality of information sources and perspectives for a particular inquiry or research plan	3. evaluate the reliability and credibility of information sources	3. evaluate potential information sources for breadth, depth, reliability, validity, and accessibility
Access Information	4. expand and use a variety of skills to access information and ideas from a variety of sources	4. use a combination of information retrieval knowledge and skills for particular topics and purposes, and expand and use a variety of skills to access information and ideas from a variety of sources	4. use information retrieval knowledge and skills to access and make sense of information, and create personalized strategies to accomplish a task based on time available and depth of topic
Make Sense of Information	5. identify a variety of factors that affect meaning, and use effective listening, reading, and viewing techniques	5. identify and analyze a variety of factors that affect meaning, skim and scan for required information, and use effective listening, reading, and viewing techniques	5. identify and analyze a variety of factors that affect meaning, and listen, read, and view actively for themes, main ideas, and supporting details of speakers and writers

General Learning Outcome 3

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

3.3 Organize, Record, and Assess

	Kindergarten	Grade 1	Grade 2	Grade 3
Organize Record Evaluate Develop New Understanding	1. categorize objects and visuals according to similarities and differences	1. identify and categorize information according to similarities, differences, patterns, and sequences	1. categorize related information and ideas, using a variety of strategies, such as webbing, graphic organizers, and charts	1. organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing
	2. represent and share information and ideas, and compose with a scribe	2. represent and express key facts and ideas in visual form or with words	2. record key facts and ideas in own words; identify authors and titles of sources	2. record facts and ideas, using a variety of strategies; list authors and titles of sources
	3. share information gathered on a specific topic	3. use gathered information as a basis for communication	3. examine gathered information to decide what information to share or omit	3. determine whether collected information is adequate for the established purpose
	4. participate in information-gathering experiences	4. recall, share, and record information-gathering experiences in visual or text form	4. recall, discuss, and record information-gathering experiences	4. use gathered information and questions to review and add to knowledge

General Learning Outcome 3

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

3.3 Organize, Record, and Assess

	Grade 4	Grade 5	Grade 6
Organize Information	1. organize information and ideas in logical sequences, using a variety of strategies	1. organize information and ideas into categories, using a variety of strategies	1. organize information and ideas, using a variety of strategies and techniques
Record Information	2. record facts and ideas, using a variety of strategies; list authors and titles of sources	2. record key words, phrases, and images by subtopics; cite authors and titles of sources appropriately	2. record information in own words; cite authors and titles appropriately and provide publication dates of sources
Evaluate Information	3. examine collected information to identify which categories or aspects of a topic need more information	3. recognize gaps in the information gathered and locate any additional information needed	3. recognize gaps in the information gathered and locate any additional information needed for a particular form, audience, and purpose
Develop New Understanding	4. use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content	4. determine information needs during the inquiry or research process; discuss and assess inquiry or research experiences and skills	4. assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research

General Learning Outcome 3

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

3.3 Organize, Record, and Assess

	Grade 7	Grade 8	Senior 1
<i>By the end of each grade, students will be able to:</i>			
Organize Information	1. organize information and ideas in order of priority according to topic and task requirements	1. organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose	1. organize information and ideas by developing and selecting appropriate categories and organizational structures
Record Information	2. make notes in point form, summarizing major ideas and supporting details; reference sources	2. make notes using headings and subheadings or graphic organizers appropriate to a topic; reference sources	2. summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources
Evaluate Information	3. recognize gaps in the information gathered and locate any additional information needed for a particular form, audience, and purpose	3. assess the appropriateness of the amount and quality of information collected, and recognize and address information gaps for particular forms, audiences, and purposes	3. distinguish between main and supporting information to evaluate usefulness, relevance, and completeness, and address information gaps for particular forms, audiences, and purposes
Develop New Understanding	4. assess knowledge gained through the inquiry or research process, and form personal conclusions and generate new questions for further inquiry or research	4. organize new information and connect it to prior knowledge, and reflect on the impact of new information on the inquiry or research process	4. reflect on new knowledge and its value to self, and determine personal inquiry and research strengths and learning goals

General Learning Outcome 3

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

3.3 Organize, Record, and Assess

	Senior 2	Senior 3	Senior 4
Organize Information	1. organize and reorganize information and ideas in a variety of forms for different purposes	1. develop flexibility and independence in organizing information and ideas, using a variety of strategies	1. organize information and ideas according to topic, purpose, form of presentation, and final product
Record Information	2. record information and ideas, using a variety of organizational structures appropriate to purpose; reference sources	2. record and summarize facts and information from a variety of sources; reference sources	2. record and summarize information and perspectives from a variety of sources and presentation forms
Evaluate Information	3. evaluate collected information for completeness, accuracy, relevance, and effectiveness, and address information gaps for particular forms, audiences, and purposes	3. evaluate collected information for completeness, accuracy, currency, and relevance for particular forms, audiences, and purposes	3. evaluate collected information for completeness, accuracy, currency, relevance, and effectiveness for particular forms, audiences, and purposes
Develop New Understanding	4. integrate new information with prior knowledge to form new ideas, and reflect on implications of inquiry or research methods and conclusions	4. synthesize a variety of perspectives; consider alternative methods of reaching inquiry or research goals	4. evaluate the contribution of new information to personal knowledge base, and self-assess inquiry, research, authoring, and presentation skills

General Learning Outcome 4

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

4.1 *Generate and Focus*

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>By the end of each grade, students will be able to:</i>				
Generate Ideas	1. share or demonstrate ideas from personal experiences	1. contribute ideas from personal experiences for oral, written, and visual texts	1. generate and contribute ideas on particular topics for oral, written, and visual texts	1. generate and contribute ideas on particular topics for oral, written, and visual texts
Choose Forms	2. participate in shared oral, literary, and media experiences	2. share ideas and experiences, using simple forms* in the classroom context	2. share ideas and experiences, using various forms* for particular audiences	2. use a variety of forms* for particular audiences and purposes
Organize Ideas	3. recognize that ideas expressed in oral language can be represented and recorded	3. organize visuals and familiar print to express ideas and tell stories	3. organize visuals and print to express ideas and tell stories with a beginning, middle, and end	3. order ideas to create a beginning, middle, and end in own oral, written, and visual texts

*Refer to the Sample List of Text Forms in the Appendix.

General Learning Outcome 4

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

4.1 *Generate and Focus*

Grade 4

Grade 5

Grade 6

By the end of each grade, students will be able to:

Generate Ideas	1. generate and contribute ideas on particular topics for oral, written, and visual texts, using a variety of strategies	1. focus a topic for oral, written, and visual texts, using a variety of strategies	1. focus a topic for oral, written, and visual texts, using a variety of strategies
Choose Forms	2. use a variety of forms* for particular audiences and purposes	2. use a variety of forms* for particular audiences and purposes	2. use a variety of forms* for particular audiences and purposes
Organize Ideas	3. develop and arrange ideas in own oral, written, and visual texts, using organizers	3. develop and arrange ideas in own oral, written, and visual texts, using a variety of organizers	3. use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts

*Refer to the Sample List of Text Forms in the Appendix.

General Learning Outcome 4

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

4.1 *Generate and Focus*

	Grade 7	Grade 8	Senior 1
<i>By the end of each grade, students will be able to:</i>			
Generate Ideas	1. experiment with various ways to generate ideas and focus a topic	1. consider form and audience when generating ideas and focusing a topic	1. use a variety of techniques to generate and select ideas for oral, written, and visual texts
Choose Forms	2. select and compose using specific forms that serve various audiences and purposes	2. compose, using specific forms to match content, audience, and purpose	2. compose, using specific forms to match content, audience, and purpose
Organize Ideas	3. identify and use appropriate organizational patterns in own oral, written, and visual texts	3. identify and use a variety of organizational patterns in own oral, written, and visual texts; compose effective introductions and conclusions	3. identify and use a variety of organizational patterns in own oral, written, and visual texts; use effective transitions

General Learning Outcome 4

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

4.1 *Generate and Focus*

	Senior 2	Senior 3	Senior 4
<i>By the end of each grade, students will be able to:</i>			
Generate Ideas	1. synthesize ideas from personal experiences and other sources to focus a topic	1. generate, evaluate, and select ideas to achieve personal communication purposes, and choose a form appropriate to audience and purpose	1. consider personal needs and topic, purpose, and audience when generating ideas
Choose Forms	2. use a variety of forms to match content, audience, and purpose	2. use and adapt a variety of forms to match content, audience, and purpose	2. use a variety of forms appropriate to identified content, audience, and purpose
Organize Ideas	3. experiment with more than one organizational structure for own oral, written, and visual texts	3. use organizational structures and techniques encountered in listening, reading, and viewing experiences to enhance own oral, written, and visual texts	3. understand the importance of organizing oral, written, and visual texts to achieve purposes

General Learning Outcome 4

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

4.2 Enhance and Improve

	Kindergarten	Grade 1	Grade 2	Grade 3
Appraise Own and Others' Work	1. participate in the sharing of own creations and those of others	1. talk about own creations and those of others, using basic, commonly used expressions	1. talk about own creations and those of others, using commonly used expressions	1. share own stories and creations with peers, and respond to questions or comments
	2. express lack of understanding	2. ask basic questions to clarify meaning	2. retell to clarify ideas	2. revise own ideas to accommodate new ideas and information
Revise Content				
Enhance Legibility	3. trace and copy letters; recognize letter keys on the keyboard	3. form recognizable letters; use letter keys and basic keys on the keyboard	3. strive for consistency in letter size and shape; print letters in the correct direction; explore and use the keyboard to produce text	3. print or write legibly using a style that is consistent in alignment, shape and spacing; demonstrate basic keyboarding skills
	4. use familiar words to describe ideas	4. use familiar words or simple sentences to describe ideas	4. experiment with words and sentence patterns, with support	4. experiment with words and simple sentence patterns
Enhance Artistry				
Enhance Presentation	5. use visuals to express ideas, feelings, and information	5. use familiar words with visuals to express ideas, feelings, and information	5. combine illustrations and simple written texts to express ideas, feelings, and information	5. combine illustrations and written texts to express ideas, feelings, and information

General Learning Outcome 4

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

4.2 Enhance and Improve

	Grade 4	Grade 5	Grade 6
<i>By the end of each grade, students will be able to:</i>			
Appraise Own and Others' Work	1. share own stories and creations in various ways, and obtain feedback from others	1. share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria	1. share own stories and creations in various ways with peers, and give support and offer feedback to peers, using pre-established criteria
Revise Content	2. revise to focus on main ideas and relevant information	2. revise to create an interesting impression and check for sequence of ideas	2. revise for content, organization, and clarity
Enhance Legibility	3. write legibly, using a handwriting style that is consistent in alignment, shape and spacing; experiment with the use of templates and familiar software when composing and revising	3. write legibly, and use word processing when composing and revising	3. write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate
Enhance Artistry	4. select from a range of word choices, and use simple sentence patterns to communicate ideas and information	4. choose descriptive language and sentence patterns to clarify and enhance ideas	4. choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas
Enhance Presentation	5. prepare neat and organized compositions, reports, and charts that engage the audience	5. prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts, and diagrams, that engage the audience	5. prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers

General Learning Outcome 4

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

4.2 Enhance and Improve

	Grade 7	Grade 8	Senior 1
<i>By the end of each grade, students will be able to:</i>			
Appraise Own and Others' Work	1. share own work in a variety of ways, and appraise particular aspects of own work and that of others, using pre-established criteria	1. share and discuss particular qualities of samples from own collection of work, and accept and provide constructive suggestions for revising own work and that of others	1. share own work in a variety of ways, appraise own work and that of others, using appropriate criteria, and suggest revisions to own work and that of others, using a variety of strategies
Revise Content	2. revise to create effective sentences that convey content clearly	2. revise to enhance meaning and effect according to audience and purpose	2. review previous draft and revise to refine communication
Enhance Legibility	3. determine the appropriateness of handwriting or word processing for a particular task when composing and revising, and combine print and visuals when desktop publishing	3. format for legibility and emphasis when composing and revising, and enhance the coherence of documents, using electronic editing functions	3. format for legibility and use word processing effectively and efficiently when composing and revising, and use electronic design elements to combine print and visuals
Enhance Artistry	4. select words to enhance clarity and artistry; use varied sentence lengths and structures	4. select appropriate words and sentence patterns during revision to enhance clarity and artistry	4. identify figures of speech; select appropriate words and sentence patterns during revision to enhance clarity and artistry
Enhance Presentation	5. prepare compositions, reports, and inquiry or research projects, using a variety of text organizers	5. prepare compositions, reports, presentations, and inquiry or research projects, using a variety of text organizers	5. prepare compositions, presentations, reports, essays, and inquiry or research projects in a meaningful order and with adequate detail for audience understanding

General Learning Outcome 4

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

4.2 Enhance and Improve

	Senior 2	Senior 3	Senior 4
<i>By the end of each grade, students will be able to:</i>			
Appraise Own and Others' Work	1. share own work in a variety of forums, and appraise own work and respond to the work of others, using pre-established criteria	1. share own work in a variety of forums, and respond to and appraise own ideas, language use, and forms and those of others relative to purpose and audience	1. share own work in a variety of forums, and respond to and appraise the effectiveness of own work and that of others
Revise Content	2. recognize a variety of communication styles appropriate in both public and personal contexts	2. use words that are precise, use vivid adjectives and adverbs, and experiment with figurative language	2. apply communication styles for a variety of purposes, such as dramatic effect, personal introduction, and formal debate, and use precise and appropriate language in context
Enhance Legibility	3. use desktop publishing to adapt, combine, and create documents	3. use a combination of technological and non-technological forms to create multimedia presentations and documents	3. use a combination of technological and non-technological forms to publish and create multimedia presentations
Enhance Artistry	4. analyze drafts and revise to enhance clarity of expression	4. analyze drafts and revise to ensure coherence and unity	4. analyze drafts and revise to ensure unity, emphasis, and coherence
Enhance Presentation	5. prepare compositions, presentations, reports, essays, and inquiry or research projects in an effective order and with adequate detail	5. use a variety of styles and formats for descriptive, narrative, and expository compositions, and use research to support and enhance description	5. use logical and persuasive language, and incorporate information into a variety of forms and styles for effective, creative expression of ideas, feelings, and information

General Learning Outcome 4

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

4.3 Attend to Conventions

Kindergarten

Grade 1

Grade 2

Grade 3

By the end of each grade, students will be able to:

Grammar and Usage	1. check for completeness of work, with guidance	1. check for completeness of work and add details, with guidance	1. check for completeness of work and add details	1. edit for complete sentences
	2. connect sounds with letters	2. spell familiar words	2. spell familiar words, using basic strategies and resources; know spelling conventions	2. spell familiar words, using a variety of strategies and resources; know spelling conventions
Capitalization and Punctuation	3. recognize some basic writing conventions	3. know and use basic writing conventions	3. know and use basic writing conventions when editing and proofreading	3. know and use basic writing conventions when editing and proofreading

General Learning Outcome 4

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

4.3 Attend to Conventions

	Grade 4	Grade 5	Grade 6
<i>By the end of each grade, students will be able to:</i>			
Grammar and Usage	1. edit for complete sentences and to eliminate unnecessary repetition of words	1. edit to eliminate sentence fragments and run-on sentences	1. edit to eliminate sentence fragments and run-on sentences
Spelling	2. know spelling conventions, using a variety of strategies, resources, and spelling patterns when editing and proofreading	2. understand and know spelling conventions, using a variety of spelling patterns when editing and proofreading; predict the spelling of unfamiliar words, using a variety of resources to confirm correctness	2. know and apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions
Capitalization and Punctuation	3. know and use writing conventions when editing and proofreading	3. know and use writing conventions, and apply these conventions when editing and proofreading	3. know and apply writing conventions in sentences, titles, headings, salutations, and addresses when editing and proofreading

General Learning Outcome 4

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

4.3 Attend to Conventions

	Grade 7	Grade 8	Senior 1
<i>By the end of each grade, students will be able to:</i>			
Grammar and Usage	1. edit for basic grammatical accuracy	1. edit for basic grammatical accuracy and to eliminate unnecessary repetition of words and ideas	1. edit for basic grammatical accuracy, sentence variety, word choice, and style appropriate to audience and purpose
Spelling	2. know spelling conventions and apply them to familiar words; use appropriate resources when editing and proofreading	2. know spelling conventions and apply them to familiar and unfamiliar words; use appropriate resources when editing and proofreading	2. know and apply a repertoire of spelling conventions when editing and proofreading
Capitalization and Punctuation	3. know and apply writing conventions in simple, compound, and complex sentences when editing and proofreading	3. know and apply writing conventions consistently in a variety of sentence structures and written forms when editing and proofreading	3. know and apply writing conventions (such as dialogues and quotations) when editing and proofreading

General Learning Outcome 4

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

4.3 Attend to Conventions

	Senior 2	Senior 3	Senior 4
<i>By the end of each grade, students will be able to:</i>			
Grammar and Usage	1. edit for basic grammatical accuracy, appropriate style, and emphasis for intended audience and purpose	1. proofread for errors in language usage and grammar	1. adjust grammatical structures to ensure clarity and achieve desired style and form
Spelling	2. know and apply spelling conventions consistently, and monitor for correctness when editing and proofreading, using appropriate resources	2. know and apply spelling conventions consistently when editing and proofreading	2. know and apply spelling conventions consistently when editing and proofreading
Capitalization and Punctuation	3. know and apply writing conventions (such as bibliographies) when editing and proofreading	3. know and apply writing conventions when editing and proofreading	3. know and apply writing conventions when editing and proofreading

General Learning Outcome 4

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

4.4 Present and Share

Kindergarten

Grade 1

Grade 2

Grade 3

By the end of each grade, students will be able to:

Share Ideas and Information	1. use illustrations and other materials to share information and ideas	1. share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation	1. share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions	1. share information and ideas on a topic with a familiar audience, and clarify information by responding to questions
	2. express and represent ideas through various media and forms	2. share information and ideas with a group	2. present information and ideas using appropriate volume, intonation, and non-verbal cues	2. present information and ideas using appropriate volume, intonation, and non-verbal cues
	3. demonstrate active listening and viewing behaviours	3. demonstrate active listening and viewing behaviours	3. demonstrate appropriate audience behaviours	3. demonstrate appropriate audience behaviours

General Learning Outcome 4

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

4.4 Present and Share

	Grade 4	Grade 5	Grade 6
<i>By the end of each grade, students will be able to:</i>			
Share Ideas and Information	1. present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation	1. prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience	1. prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience
Effective Oral and Visual Communication	2. describe and explain information and ideas to a particular audience, and select and use appropriate volume, intonation, and nonverbal cues	2. use gestures and facial expression to enhance oral presentations; use emphasis and appropriate pacing; arrange the presentation space to focus audience attention	2. use appropriate volume, phrasing, intonation, presentation space, and nonverbal cues such as body language and facial expression to enhance communication
Attentive Listening and Viewing	3. demonstrate appropriate audience behaviours	3. show respect for the presenter through active listening and viewing behaviours	3. demonstrate critical listening and viewing behaviours, and show respect for the presenter

General Learning Outcome 4

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

4.4 Present and Share

	Grade 7	Grade 8	Senior 1
Share Ideas and Information	1. facilitate small group activities and short, whole class sessions to share information on a topic, using pre-established active learning strategies, such as role-plays, language games, and simulations	1. plan and facilitate small group activities and short, whole class sessions to share information on a topic, using a variety of engaging methods, such as mini-lessons, role-plays, and visual aids	1. plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic
Effective Oral and Visual Communication	2. make short oral presentations and reports, using verbal and nonverbal cues (such as diction, pacing, and gestures) to focus audience attention	2. explain and present, orally, using conventions of public speaking in a variety of settings; use visual aids to enhance the effectiveness of oral presentations	2. choose vocabulary, voice production factors, and nonverbal cues to communicate effectively; use a variety of media and display techniques to enhance the effectiveness of oral presentations
Attentive Listening and Viewing	3. demonstrate critical listening and viewing behaviours, and show respect for the presenter	3. demonstrate critical listening and viewing behaviours, and show respect for the presenter	3. demonstrate critical listening and viewing behaviours, and show respect for the presenter

General Learning Outcome 4

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

4.4 Present and Share

	Senior 2	Senior 3	Senior 4
<i>By the end of each grade, students will be able to:</i>			
Share Ideas and Information	1. plan and present sessions on particular topics, using a variety of techniques	1. plan and present or facilitate sessions on particular topics, using a variety of techniques	1. organize and conduct class sessions on a specific topic, using various strategies
Effective Oral and Visual Communication	2. communicate meaning, emphasis, and mood effectively, and organize language for specific purposes, audiences, and occasions	2. use voice production factors and nonverbal cues to communicate meaning, mood, and interest; use tone and tempo for dramatic effect; give prepared talks from notes or memory; participate effectively in interviews	2. select, adapt, and shape language and presentation formats appropriate to specific subjects, purposes, audiences, and occasions
Attentive Listening and Viewing	3. demonstrate critical listening and viewing behaviours, and show respect for the presenter	3. demonstrate critical listening and viewing behaviours, and show respect for the presenter	3. demonstrate critical understanding of presentation purpose

General Learning Outcome 5

Students will listen, speak, read, write, view, and represent in German to celebrate and build community.

5.1 *Develop and Celebrate Community*

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>By the end of each grade, students will be able to:</i>				
Share and Compare Responses	1. represent and draw stories about self and family	1. tell and draw about self and family	1. tell, draw, and write about self, family, and community	1. record ideas and experiences, and share them with others
Relate Texts to Culture	2. listen actively to stories and demonstrate curiosity	2. listen to stories from oral, literary, and media texts from various communities	2. explore similarities among stories from oral, literary, and media texts from various communities	2. examine ideas within stories from oral, literary, and media texts from various communities
Appreciate Diversity	3. connect aspects of stories to personal feelings and experiences	3. connect aspects of stories and characters to personal feelings and experiences	3. connect aspects of stories and characters to personal feelings and experiences	3. connect situations portrayed in oral, literary, and media texts to personal experiences
Celebrate Special Occasions	4. contribute to group stories using rhymes, rhythms, symbols, pictures, and drama to create and celebrate	4. share ideas and experiences through conversation, puppet plays, dramatic scenes, and songs	4. participate in shared language experiences to celebrate individual and class achievements	4. acknowledge and celebrate individual and class achievements

General Learning Outcome 5

Students will listen, speak, read, write, view, and represent in German to celebrate and build community.

5.1 *Develop and Celebrate Community*

Grade 4

Grade 5

Grade 6

By the end of each grade, students will be able to:

Share and Compare Responses	1. understand relationships between own ideas and experiences and those of others	1. acknowledge differing responses to common experiences	1. compare personal ways of responding and thinking with those of others
Relate Texts to Culture	2. discuss ideas within stories from oral, literary, and media texts from various communities	2. discuss ideas, events, and figures within stories from oral, literary, and media texts from various communities	2. explore cultural representations in oral, literary, and media texts from various communities
Appreciate Diversity	3. connect portrayals of individuals or situations in oral, literary, and media texts to personal experiences	3. connect the experiences of individuals in oral, literary, and media texts to personal experiences	3. connect the insights, thoughts, feelings, and experiences of individuals in oral, literary, and media texts to personal experiences
Celebrate Special Occasions	4. use language appropriate in tone and form when participating in classroom and school activities	4. select and use language appropriate in tone and form to recognize and honour people and events	4. select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school

General Learning Outcome 5

Students will listen, speak, read, write, view, and represent in German to celebrate and build community.

5.1 *Develop and Celebrate Community*

	Grade 7	Grade 8	Senior 1
<i>By the end of each grade, students will be able to:</i>			
Share and Compare Responses	1. demonstrate growing self-confidence when expressing and sharing thoughts, ideas, and feelings	1. express personal reactions to a variety of experiences and texts, and acknowledge the reactions of others	1. recognize that differing perspectives and unique reactions enrich understanding
Relate Texts to Culture	2. explain ways in which oral, literary, and media texts reflect topics and themes in life	2. compare ways in which oral, literary, and media texts reflect topics and themes in various cultures	2. recognize ways in which oral, literary, and media texts capture specific elements of a culture or period in history
Appreciate Diversity	3. interpret the choices and motives of individuals encountered in oral, literary, and media texts, and examine how they relate to self and others	3. compare the choices and behaviours of individuals presented in oral, literary, and media texts with personal choices, values, and behaviours	3. reflect on ways in which the choices and motives of individuals encountered in oral, literary, and media texts provide insight into those of self and others
Celebrate Special Occasions	4. use appropriate language to participate in traditional events or occasions	4. use appropriate language to participate in traditional events or occasions	4. participate in celebrating special events, and recognize the importance and significance of the influence of language

General Learning Outcome 5

Students will listen, speak, read, write, view, and represent in German to celebrate and build community.

5.1 *Develop and Celebrate Community*

	Senior 2	Senior 3	Senior 4
<i>By the end of each grade, students will be able to:</i>			
Share and Compare Responses	1. recognize and act upon the importance of respecting evidence, truth, and views of others when discussing, describing, or recording experiences	1. identify situations that require discussion to achieve mutual understanding and act accordingly	1. recognize that communication influences knowledge and personal reflections
Relate Texts to Culture	2. recognize and discuss ways in which oral, literary, and media texts reflect cultural and attitudinal influences	2. recognize and discuss the impact of historical setting, culture, and literary tradition on a variety of oral, literary, and media texts	2. analyze ways in which cultural and social experiences shape personal responses to oral, literary, and media texts
Appreciate Diversity	3. analyze the role of language and oral, literary, and media texts in revealing and explaining the human condition	3. analyze how language and oral, literary, and media texts define personal roles and experiences	3. analyze how language and oral, literary, and media texts reflect and affect the human condition
Celebrate Special Occasions	4. participate in using language to mark special events and occasions, and recognize that language performs a symbolic and ceremonial function	4. recognize and use the influence of language to signify the importance of special events that celebrate human experiences	4. analyze how language reflects and shapes human experiences

General Learning Outcome 5

Students will listen, speak, read, write, view, and represent in German to celebrate and build community.

5.2 Encourage, Support, and Work with Others

	Kindergarten	Grade 1	Grade 2	Grade 3
Co-operate with Others	1. participate in group activities	1. work in partnerships and groups	1. co-operate in small groups	1. co-operate in a variety of partnership and group structures
Work in Groups	2. demonstrate attentiveness in group activities	2. take turns sharing information and ideas	2. take roles and contribute related ideas and information in whole class and small group activities	2. take roles and ask others for their ideas, and express interest in their contributions
Use Language to Show Respect	3. recognize variations in language use in a school context	3. recognize that individuals adjust language use for different situations	3. adjust own language use for different situations	3. show consideration for those whose ideas, abilities, and language use differs from their own
Evaluate Group Process	4. help others and ask others for help	4. find ways to be helpful to others	4. acknowledge achievements of others	4. understand how class members help each other

General Learning Outcome 5

Students will listen, speak, read, write, view, and represent in German to celebrate and build community.

5.2 Encourage, Support, and Work with Others

	Grade 4	Grade 5	Grade 6
<i>By the end of each grade, students will be able to:</i>			
Co-operate with Others	1. appreciate that everyone in a group has to work together to achieve group tasks and act accordingly	1. distinguish between on-task and off-task ideas and behaviours in a group, and stay on task	1. assist group members to maintain focus and complete tasks
Work in Groups	2. take roles and share responsibilities as a group member	2. assume the responsibilities for various group roles	2. select and assume roles to assist in the achievement of group goals
Use Language to Show Respect	3. appreciate variations in language use in a variety of contexts in the immediate community	3. demonstrate sensitivity to appropriate language use when communicating orally	3. demonstrate sensitivity to appropriate language use and tone when communicating orally
Evaluate Group Process	4. show appreciation and offer constructive feedback to peers, and seek support from group members	4. assess group process, using checklists, and determine areas for development	4. assess own contributions to group process, set personal goals for enhancing work with others, and monitor group process, using checklists

General Learning Outcome 5

Students will listen, speak, read, write, view, and represent in German to celebrate and build community.

5.2 *Encourage, Support, and Work with Others*

	Grade 7	Grade 8	Senior 1
<i>By the end of each grade, students will be able to:</i>			
Co-operate with Others	1. contribute to group efforts to reach consensus or conclusions	1. engage in dialogue to understand the feelings and viewpoints of others, and contribute to group harmony	1. recognize the importance of effective communication in working with others
Work in Groups	2. present group conclusions or findings to classmates	2. plan, organize, and participate in presentations of group findings	2. organize and complete tasks co-operatively
Use Language to Show Respect	3. respect diverse languages, ideas, texts, and traditions, and recognize contributions of self, peers, and the wider community	3. demonstrate respect for other people's language, history, and culture	3. use inclusive language and actions that support people across races, cultures, genders, ages, and abilities
Evaluate Group Process	4. evaluate group process and personal contributions according to pre-established criteria	4. evaluate the quality of own contributions to group process, and set goals and plans for development	4. establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development

General Learning Outcome 5

Students will listen, speak, read, write, view, and represent in German to celebrate and build community.

5.2 Encourage, Support, and Work with Others

	Senior 2	Senior 3	Senior 4
<i>By the end of each grade, students will be able to:</i>			
Co-operate with Others	1. make and encourage contributions that advance a group's ideas or thinking	1. build and maintain co-operative relationships with others, and engage in peer coaching	1. demonstrate flexibility in working with others, engage in self-initiated peer learning situations, and recognize the merits and limitations of group work
Work in Groups	2. present group ideas and findings effectively to unfamiliar audiences	2. demonstrate facility in functioning as a group member and a group leader	2. explain differences in roles between that of group leader and that of group member in a variety of situations
Use Language to Show Respect	3. use communication that supports balanced, fair, and accurate portrayals of people across races, cultures, genders, ages, and abilities	3. support group members in addressing exploitative or discriminatory situations, and explore and value diverse perspectives	3. recognize and monitor personal role in creating and sustaining a positive learning community
Evaluate Group Process	4. identify areas where others may require support and monitor own ability to provide needed support	4. monitor and assess personal efforts and products regularly within a group context	4. demonstrate accountability as an individual and as a group member

SPECIFIC LANGUAGE COMPONENT

The Specific Language Component provides a framework for the presentation and sequencing of the linguistic elements of the German language that students are expected to acquire at various grade levels. The linguistic elements that are addressed include the sound-symbol system, vocabulary, grammatical features, mechanical features, and discourse features. The Specific Language Component also provides descriptors of proficiency at each grade level in the areas of listening, speaking, reading, writing, viewing, and representing, as well as learning outcomes for sociocultural context and strategic learning.

General Learning Outcome

The following General Learning Outcome outlines the key learnings that the Specific Language Component of the Language Arts section is designed to support.

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.1 Linguistic Elements

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>By the end of each grade, students will be able to:</i>				
Sound-Symbol System	1. listen to, identify, and produce basic sounds of the language; connect sounds appropriately to all letters including <i>ä, ö, ü, ß</i>	1. identify and produce all German sounds and connect them to the appropriate vowel combinations, consonant blends, diphthongs, and digraphs	1. use, in modeled oral and written situations, all elements of the sound-symbol system	1. use, in structured and oral situations, all elements of the sound-symbol system
Vocabulary	2. repeat and recognize basic vocabulary and expressions used in the immediate environment	2. use simple vocabulary and expressions in daily situations	2. experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment	2. use vocabulary and expressions appropriately in various contexts in the classroom and school environment
Grammatical Features	3. (see page 74)	3. (see page 74)	3. (see page 74)	3. (see page 74)
Mechanical Features	4. imitate simple, basic German mechanical features	4. imitate and experiment with basic German mechanical features	4. experiment with and use basic German mechanical features	4. use basic German mechanical features
Discourse Features*	5. imitate simple, basic German discourse features in oral interactions in the classroom	5. imitate and experiment with basic German discourse features in oral interactions in the classroom	5. experiment with and use basic German discourse features in oral, written, and visual texts	5. use basic German discourse features in oral, written, and visual texts

*Refer to Glossary in the Appendix for definition and examples.

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

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

Independent Situations: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

	Kindergarten	Grade 1	Grade 2	Grade 3	
By the end of each grade, students will be able to:					
Grammatical Features	Use, in modeled situations, 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 	<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> 	<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) 	<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
	Use, in structured situations, the following grammatical elements:		<ul style="list-style-type: none"> • correct definite nominative articles of familiar nouns 	<ul style="list-style-type: none"> • <i>sein, haben, dürfen, können, müssen</i> (present tense) • simple questions using <i>wer, wie, was, wo</i> 	<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) • <i>sein</i> and <i>haben</i> (present tense)
	Use, in independent situations, the following grammatical elements:			<ul style="list-style-type: none"> • connect articles to familiar nouns in the definite nominative case 	

Grammatical elements, which the student is able to use independently and consistently, are to be maintained for the duration of the student’s bilingual programming.

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.1 Linguistic Elements

	Grade 4	Grade 5	Grade 6
<i>By the end of each grade, students will be able to:</i>			
Sound-Symbol System	1. consistently use, in structured situations, all elements of the sound-symbol system	1. use, independently, in oral and written situations, all elements of the sound-symbol system	1. consistently and independently use all elements of the sound-symbol system
Vocabulary	2. experiment with and use vocabulary and expressions in a variety of classroom, school, and community contexts	2. use vocabulary and expressions appropriately in classroom, school, and community contexts	2. recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea
Grammatical Features	3. (see following page)	3. (see following page)	3. (see following page)
Mechanical Features	4. use basic German mechanical features and explore their use for effect	4. use basic German mechanical features and apply these features for effect	4. use basic German mechanical features effectively
Discourse Features*	5. use basic German discourse features in oral, written, and visual texts, and explore their use for effect	5. use basic German discourse features in oral, written, and visual texts, and apply these features for effect	5. use basic German discourse features in oral, written, and visual texts, and apply these features independently for effect

*Refer to Glossary in the Appendix for definition and examples.

	Grade 4	Grade 5	Grade 6	
<i>By the end of each grade, students will be able to:</i>				
Grammatical Features	Use, in modeled situations, the following grammatical elements:	<ul style="list-style-type: none"> tense: present perfect (<i>Perfekt: bin gegangen, habe gesehen</i>) and past tense (<i>Präteritum: ging, sah</i>) prepositions with accusative only and dative only sentence structure (subject and direct object) imperative (singular – <i>geh</i>, plural – <i>geht</i>) personal pronouns in the accusative and dative familiar separable verbs possessive pronouns (<i>unser, euer, ihre</i>) 	<ul style="list-style-type: none"> future tense prepositions with both dative and accusative sentence structure (subject, direct object, and indirect object) formal address (<i>Gehen Sie. . .</i>) 	<ul style="list-style-type: none"> adjectival endings all possessive pronouns in accusative and dative relative clauses in nominative (<i>Die Katze, die. . .</i>)
	Use, in structured situations, the following grammatical elements:	<ul style="list-style-type: none"> verb position in subordinate clause (<i>dass, weil</i>) possessive pronouns (<i>mein, dein, sein, ihr</i>) verbs (complete conjugation including modals in present tense) comparison of adjectives inversion for questions (<i>Hast du . . .?</i>) and adverbs of time and place (<i>Heute ist es . . .</i>) 	<ul style="list-style-type: none"> verb position in subordinate clause (<i>dass, weil, als</i>) tense: present perfect (<i>Perfekt: bin gegangen, habe gesehen</i>) and past tense (<i>Präteritum: ging, sah</i>) including modals inversion for questions (<i>Hast du. . .?</i>) and adverbs of time and place (<i>Heute ist es. . .</i>) prepositions with accusative only and dative only sentence structure (subject and direct object) comparison of adjectives imperative (singular-<i>geh</i>, plural-<i>geht</i>) personal pronouns (accusative and dative) familiar separable verbs possessive pronouns (all) 	<ul style="list-style-type: none"> prepositions with dative and accusative imperative (singular, plural, and formal) personal pronouns (accusative and dative) familiar separable verbs future tense verb conjugation including modals in present, perfect, and past tenses formal address sentence structure (subject, object, and indirect object)
	Use, in independent situations, the following grammatical elements:	<ul style="list-style-type: none"> correct definite and indefinite articles in the nominative and accusative prepositions to define spatial relationships plural of nouns 		<ul style="list-style-type: none"> prepositions with accusative only and dative only comparison of adjectives verb position in subordinate clause (<i>dass, weil, als</i>) verb conjugation including modals in present tense imperative (singular – <i>geh</i>, plural – <i>geht</i>)

Grammatical elements, which the student is able to use independently and consistently, are to be maintained for the duration of the student’s bilingual programming.

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.1 Linguistic Elements

	Grade 7	Grade 8	Senior 1
Sound-Symbol System Vocabulary Grammatical Features Mechanical Features Discourse Features*	1. understand and accurately use the sound-symbol system	1. apply knowledge of the sound-symbol system to a variety of contexts	1. accurately apply knowledge of the sound-symbol system
	2. use multiple words or phrases to express the same idea	2. select the most appropriate or effective words or phrases to express ideas accurately	2. ensure the precision of messages by accessing needed vocabulary
	3. (see following page)	3. (see following page)	3. (see following page)
	4. use German mechanical features effectively	4. use German mechanical features effectively	4. use German mechanical features effectively
	5. use German discourse features in oral, written, and visual texts, and apply these features independently for effect	5. use German discourse features in oral, written, and visual texts, and apply these features independently for effect	5. use German discourse features in oral, written, and visual texts, and apply these features independently for effect

*Refer to Glossary in the Appendix for definition and examples.

		Grade 7	Grade 8	Senior 1
<i>By the end of each grade, students will be able to:</i>				
Grammatical Structures	Use, in modeled situations, the following grammatical elements:	<ul style="list-style-type: none"> • adjectival endings • genitive case 	<ul style="list-style-type: none"> • reflexive verbs 	<ul style="list-style-type: none"> • passive forms
	Use, in structured situations, the following grammatical elements:	<ul style="list-style-type: none"> • possessive pronouns in accusative and dative • relative clauses in nominative • prepositions with accusative and dative • imperative (singular, plural, and formal) • personal pronouns (accusative and dative) • separable verbs • future tense • verb conjugation, including modals in past tense • sentence structure (subject, object, indirect object) 	<ul style="list-style-type: none"> • adjectival endings • possessive pronouns in accusative and dative • genitive case • relative clauses in nominative and accusative • prepositions with accusative and dative • personal pronouns (accusative and dative) • sentence structure (subject, objective, indirect object) 	<ul style="list-style-type: none"> • adjectival endings • possessive pronouns in accusative, dative, and genitive • genitive case • relative clauses in nominative and accusative • prepositions with accusative and dative • reflexive verbs
	Use, in independent situations, the following grammatical elements:	<ul style="list-style-type: none"> • formal address • present, perfect, and past tense 	<ul style="list-style-type: none"> • imperative (singular, plural, formal) • separable verbs • future tense • verbal conjugation including modals in past tense 	<ul style="list-style-type: none"> • personal pronouns (accusative and dative) • sentence structure (subject, objective, indirect object)

Grammatical elements, which the student is able to use independently and consistently, are to be maintained for the duration of the student’s bilingual programming.

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.1 Linguistic Elements

	Senior 2	Senior 3	Senior 4
<i>By the end of each grade, students will be able to:</i>			
Sound-Symbol System	1. accurately apply knowledge of the sound-symbol system in a variety of contexts	1. accurately and effectively apply knowledge of the sound-symbol system	1. accurately and effectively apply knowledge of the sound-symbol in a variety of contexts
Vocabulary	2. ensure the precision of messages by independently accessing needed vocabulary	2. use vocabulary and expressions correctly and appropriately in a variety of contexts	2. correctly, appropriately, and effectively use vocabulary and expressions in a variety of contexts
Grammatical Features	3. (see following page)	3. (see following page)	3. (see following page)
Mechanical Features	4. use German mechanical features effectively	4. use German mechanical features effectively	4. use German mechanical features effectively
Discourse Features*	5. expand repertoire and use German discourse features independently	5. expand repertoire and use German discourse features independently	5. expand repertoire and use German discourse features independently

*Refer to Glossary for definition and examples.

		Senior 2	Senior 3	Senior 4
<i>By the end of each grade, students will be able to:</i>				
Grammatical Features	Use, in modeled situations, the following grammatical elements:	<ul style="list-style-type: none"> • subjunctive (<i>wäre, hätte</i>) and conditional (<i>würde</i>) • all subordinating conjunctions 		<ul style="list-style-type: none"> • subject-object inversion
	Use, in structured situations, the following grammatical elements:	<ul style="list-style-type: none"> • adjectival endings • relative clauses in nominative, accusative, and dative • prepositions with accusative, dative, and genitive • passive forms 	<ul style="list-style-type: none"> • relative clauses in nominative, accusative, dative, and genitive • passive forms • subjunctive (<i>wäre, hätte</i>) (<i>würde</i>) and conditional • all subordinating conjunctions 	<ul style="list-style-type: none"> • subjunctive forms (<i>wäre, hätte</i>) and conditional (<i>würde</i>)
	Use, in independent situations, the following grammatical elements:	<ul style="list-style-type: none"> • possessive pronoun in accusative, dative, and genitive • genitive case • reflexive verbs 	<ul style="list-style-type: none"> • adjectival endings 	<ul style="list-style-type: none"> • relative clauses in all cases • prepositions with accusative, dative, genitive • passive forms • all subordinating conjunctions

Grammatical elements, which the student is able to use independently and consistently, are to be maintained for the duration of the student’s bilingual programming.

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.2 Language Competence

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>By the end of each grade, students will be able to:</i>				
Listening	1. listen to and understand simple oral sentences in a classroom environment	1. listen to and understand simple oral sentences in a variety of familiar contexts	1. listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations	1. listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations
Speaking	2. repeat and create simple oral phrases in the classroom environment	2. produce, orally, simple sentences in a structured situation	2. produce, spontaneously and with guidance, simple oral sentences in a variety of familiar contexts	2. produce, sometimes spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic
Reading	3. recognize letters and their corresponding sounds; recognize some familiar words	3. recognize and understand simple words and sentences in a structured situation	3. read and understand a series of sentences or a short text on a familiar topic	3. read and understand a series of interrelated ideas on a familiar topic
Writing	4. write upper and lower case letters; copy words	4. write simple words and sentences in a structured situation	4. write simple words and sentences on familiar topics in a structured situation	4. produce, sometimes spontaneously and/or with guidance, a simple text on a familiar topic in a structured situation
Viewing	5. view and respond to familiar events and/or representations in the classroom context	5. view and understand simple, familiar events, and/or representations in the classroom context	5. view and understand simple, familiar events, and/or representations	5. view and understand simple events and/or representations
Representing	6. imitate and/or create simple representations of familiar ideas, events, and information	6. create simple representations of familiar ideas, events, and information	6. use a variety of forms to create simple representations of ideas, events, and information	6. use a variety of forms to create representations of ideas, events, and information

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.2 Language Competence

	Grade 4	Grade 5	Grade 6
<i>By the end of each grade, students will be able to:</i>			
Listening	1. listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations	1. listen to and understand the main points of an extended oral or media presentation on a familiar topic in structured and unstructured situations	1. listen to and understand the main points of an extended oral or media presentation on a variety of familiar topics in structured and unstructured situations
Speaking	2. produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation	2. deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured situation	2. deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured or unstructured situation
Reading	3. read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations	3. read and understand an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations	3. read and understand an extended series of interrelated ideas dealing with familiar and unfamiliar topics in structured and unstructured situations
Writing	4. produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations	4. produce, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations	4. produce, spontaneously and/or with preparation, a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations
Viewing	5. view and understand a variety of simple events and/or representations	5. view and understand a series of simple events and/or representations	5. view and understand events and/or representations within and beyond the school context
Representing	6. create multiple representations of the same familiar ideas, events, and/or information	6. create multiple representations of the same ideas, events, and/or information	6. use a variety of forms to create representations of ideas, events, and/or information

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.2 Language Competence

	Grade 7	Grade 8	Senior 1
<i>By the end of each grade, students will be able to:</i>			
Listening	1. listen to and understand the main points of an oral or media presentation containing simple and complex ideas dealing with a variety of familiar topics in structured and unstructured situations	1. listen to and understand the main points of an oral or media presentation containing simple and complex ideas dealing with a variety of familiar topics in structured and unstructured situations	1. listen to and understand the main points of an oral or media presentation containing simple and complex ideas dealing with a variety of familiar topics in structured and unstructured situations
Speaking	2. produce a prepared or spontaneous oral presentation on a familiar topic in structured and unstructured situations	2. produce a prepared or spontaneous oral presentation on a familiar or unfamiliar topic in structured and unstructured situations	2. produce a coherent oral presentation on familiar and unfamiliar topics in a variety of structured and unstructured situations
Reading	3. read and understand texts containing simple and complex ideas on a variety of familiar topics in structured situations	3. read and understand texts containing simple and complex ideas on a variety of familiar topics in structured and unstructured situations	3. read and understand texts containing simple and complex ideas on familiar and unfamiliar topics
Writing	4. produce, spontaneously and/or with preparation, a lengthy series of simple and complex ideas on a familiar topic in structured and unstructured situations	4. produce, spontaneously and/or with preparation, a lengthy series of simple and complex ideas on a variety of familiar topics in structured and unstructured situations	4. organize and develop ideas coherently on familiar and unfamiliar topics, spontaneously and/or with preparation
Viewing	5. view and understand complex representations of familiar ideas, events, and information	5. view and understand complex representations of ideas, events, and information	5. view and understand a variety of complex representations of ideas, events, and information
Representing	6. create complex representations of familiar ideas, events, and information	6. create complex representations of ideas, events, and information	6. use a variety of forms to create complex representations of ideas, events, and information

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.2 *Language Competence*

	Senior 2	Senior 3	Senior 4
<i>By the end of each grade, students will be able to:</i>			
Listening	1. understand main points and supporting details of oral lectures, presentations, and media on familiar topics	1. understand main points and supporting details of oral lectures, presentations, and media on familiar and unfamiliar topics	1. understand main points and supporting details of oral lectures, presentations, and media on familiar and unfamiliar topics
Speaking	2. present and support thoughts and ideas on familiar topics	2. present and support thoughts and ideas coherently on familiar and unfamiliar topics	2. present and support thoughts and ideas on familiar and unfamiliar topics spontaneously, coherently, and effectively
Reading	3. understand main points and supporting details of texts on familiar topics	3. understand main points and supporting details of texts on familiar and unfamiliar topics	3. understand main points and supporting details of texts on familiar and unfamiliar topics
Writing	4. with preparation, organize and develop ideas coherently and effectively in writing on a range of topics	4. organize and develop ideas, mainly with preparation, coherently and effectively in writing on a range of topics	4. organize and develop ideas coherently and effectively in writing on a range of topics
Viewing	5. view and understand a variety of complex representations of ideas, events, and information	5. view and understand a variety of complex representations of ideas, events, and information	5. view and understand a variety of complex representations of ideas, events, and information
Representing	6. create effective representations of ideas, events, and information	6. create coherent and effective representations of ideas, events, and information	6. create coherent and effective representations of a variety of ideas, events, and information

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.3 Sociocultural/Sociolinguistic Elements

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>By the end of each grade, students will be able to:</i>				
Register	1. speak at a volume appropriate to classroom situations	1. respond to tone of voice	1. distinguish between formal and informal situations	1. recognize that some topics, words, or intonations are inappropriate in certain texts
Idiomatic Expressions	2. imitate age-appropriate idiomatic expressions	2. imitate age-appropriate idiomatic expressions	2. understand and use some simple idiomatic expressions as set phrases	2. understand and use a variety of simple idiomatic expressions as set phrases
Variations in Language	3. experience a variety of voices, e.g., male and female, young and old	3. experience a variety of voices	3. acknowledge individual differences in speech	3. accept individual differences in speech
Social Conventions	4. imitate simple routine social interactions	4. use basic social expressions appropriate to the classroom	4. use basic politeness conventions	4. use appropriate oral forms of address for people frequently encountered
Non-Verbal Communication	5. imitate some common non-verbal behaviours used in the German culture	5. understand the meaning of and imitate some common non-verbal behaviours used in the German culture	5. experiment with using some simple non-verbal means of communication	5. recognize that some non-verbal behaviours may be inappropriate in certain contexts

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.3 Sociocultural/Sociolinguistic Elements

Grade 4

Grade 5

Grade 6

By the end of each grade, students will be able to:

Register	1. experiment with formal and informal uses of language in familiar contexts	1. use formal and informal language in familiar situations	1. identify socially appropriate language in specific situations
Idiomatic Expressions	2. use learned idiomatic expressions in new contexts	2. use learned idiomatic expressions to enhance communication	2. correctly use learned idiomatic expressions in new contexts
Variations in Language	3. experience a variety of accents and variations in speech	3. experience a variety of regional variations in language	3. recognize some common regional variations in language
Social Conventions	4. recognize verbal behaviours that are considered impolite	4. recognize simple social conventions in informal conversation, e.g., for turn-taking	4. recognize important social conventions in everyday interactions, e.g., shaking hands
Non-Verbal Communication	5. recognize appropriate non-verbal behaviours for people frequently encountered, e.g., inter-personal space and physical contact	5. use appropriate non-verbal behaviours in a variety of familiar contexts, e.g., eye contact	5. use appropriate non-verbal behaviours in a variety of familiar contexts, e.g., inter-personal space and physical contact

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.3 Sociocultural/Sociolinguistic Elements

Grade 7

Grade 8

Senior 1

By the end of each grade, students will be able to:

Register	1. explore formal and informal uses of language in a variety of contexts	1. use suitable simple formal language in a variety of contexts	1. explore differences in register between spoken and written texts
Idiomatic Expressions	2. use learned idiomatic expressions in a variety of contexts	2. examine the role of idiomatic expressions in culture	2. identify influences on idiomatic expressions, e.g., region, age, occupation
Variations in Language	3. recognize other influences resulting in variations in language	3. recognize other influences resulting in variations in language	3. recognize other influences resulting in variations in language
Social Conventions	4. interpret the use of social conventions encountered in oral and written texts	4. interpret and use important social conventions in interactions	4. interpret and use appropriate oral and written forms of address with a variety of audiences
Non-Verbal Communication	5. recognize non-verbal behaviours that are considered impolite	5. avoid non-verbal behaviours that are considered impolite	5. recognize a variety of non-verbal communication techniques in a variety of contexts

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.3 Sociocultural/Sociolinguistic Elements

Senior 2

Senior 3

Senior 4

By the end of each grade, students will be able to:

Register	1. identify differences in register between spoken and written texts	1. adjust language to suit audience and purpose	1. use the appropriate level of formality with a variety of people in a variety of contexts
Idiomatic Expressions	2. interpret unfamiliar idiomatic expressions in a variety of contexts	2. explore and interpret idiomatic expressions in popular, contemporary culture	2. interpret unfamiliar and use learned idiomatic expressions appropriately in a variety of situations
Variations in Language	3. identify some common regional or other variations in language	3. experiment with some variations in language	3. adapt to some variations in language
Social Conventions	4. use politeness conventions in a variety of contexts, e.g., use suitable language to engage listeners' attention when beginning to speak	4. use politeness conventions in a variety of contexts, e.g., how to interrupt politely in a conversation	4. interpret and use a variety of social conventions in a variety of situations
Non-Verbal Communication	5. use non-verbal communication techniques in a variety of contexts	5. use non-verbal communication techniques in a variety of contexts	5. interpret and use a variety of non-verbal communication techniques in a variety of contexts

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.4 Language Learning Strategies

Kindergarten

Grade 1

Grade 2

Grade 3

By the end of each grade, students will be able to:

Cognitive	1. 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	1. 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	1. use simple cognitive strategies, with guidance, to enhance language learning, e.g., memorize new words by repeating them silently or aloud	1. 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
Metacognitive	2. use simple metacognitive strategies, with guidance, to enhance language learning, e.g., reflect on learning tasks with the guidance of the teacher	2. use simple metacognitive strategies, with guidance, to enhance language learning, e.g., make choices about how they learn	2. use simple metacognitive strategies, with guidance, to enhance language learning, e.g., rehearse or role-play language	2. 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	3. use simple social and affective strategies, with guidance, to enhance language learning, e.g., initiate or maintain interaction with others	3. use simple social and affective strategies, with guidance, to enhance language learning, e.g., participate in shared reading experiences	3. use simple social and affective strategies, with guidance, to enhance language learning, e.g., seek the assistance of a friend to interpret a text	3. 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

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.4 Language Learning Strategies

Grade 4

Grade 5

Grade 6

By the end of each grade, students will be able to:

Cognitive	<ol style="list-style-type: none">1. identify and use a variety of cognitive strategies to enhance language learning, e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task	<ol style="list-style-type: none">1. identify and use a variety of cognitive strategies to enhance language learning, e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify similarities and differences between aspects of the language being learned and their own language	<ol style="list-style-type: none">1. identify and use a variety of cognitive strategies to enhance language learning, e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task
Metacognitive	<ol style="list-style-type: none">2. identify and use a variety of metacognitive strategies to enhance language learning, e.g., make a plan in advance about how to approach a language learning task	<ol style="list-style-type: none">2. identify and use a variety of metacognitive strategies to enhance language learning, e.g., reflect on the listening, reading, and writing process, check copied writing for accuracy	<ol style="list-style-type: none">2. identify and use a variety of metacognitive strategies to enhance language learning, e.g., decide in advance to attend to specific aspects of input, listen or read for key words
Social/Affective	<ol style="list-style-type: none">3. identify and use a variety of social and affective strategies to enhance language learning, e.g., work co-operatively with peers in small groups	<ol style="list-style-type: none">3. identify and use a variety of social and affective strategies to enhance language learning, e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or non-acceptance by more experienced speakers	<ol style="list-style-type: none">3. identify and use a variety of social and affective strategies to enhance language learning, e.g., participate actively in conferencing and brainstorming as a pre- and post-writing exercise

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.4 Language Learning Strategies

Grade 7

Grade 8

Senior 1

By the end of each grade, students will be able to:

Cognitive	<ol style="list-style-type: none">1. select and use a variety of cognitive strategies to enhance language learning, e.g., associate new words or expressions with familiar ones, either in the language being learned or in their own language	<ol style="list-style-type: none">1. select and use a variety of cognitive strategies to enhance language learning, e.g., find information using reference materials like dictionaries, textbooks, grammar reference books; use available technological aids to support language learning	<ol style="list-style-type: none">1. select and use appropriate cognitive strategies to enhance language learning in a variety of situations, e.g., use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
Metacognitive	<ol style="list-style-type: none">2. select and use a variety of metacognitive strategies to enhance language learning, e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log	<ol style="list-style-type: none">2. select and use a variety of metacognitive strategies to enhance language learning, e.g., experience various methods of language acquisition and identify one or more they consider particularly useful personally	<ol style="list-style-type: none">2. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations, e.g., 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
Social/Affective	<ol style="list-style-type: none">3. select and use a variety of social and affective strategies to enhance language learning, e.g., use self-talk to make themselves feel competent to do the task	<ol style="list-style-type: none">3. select and use a variety of social and affective strategies to enhance language learning, e.g., be willing to take risks, try unfamiliar tasks and approaches	<ol style="list-style-type: none">3. select and use appropriate social and affective strategies to enhance language learning in a variety of situations, e.g., repeat back new words and expressions which occur in conversations in which they participate, make use of them as soon as appropriate

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.4 Language Learning Strategies

Senior 2

Senior 3

Senior 4

By the end of each grade, students will be able to:

Cognitive	1. select and use appropriate cognitive strategies to enhance language learning in a variety of situations, e.g., place new words or expressions in a context to make them easier to remember	1. effectively use appropriate cognitive strategies to enhance language learning in a variety of situations, e.g., use induction to generate rules governing language use	1. effectively use appropriate cognitive strategies to enhance language learning in a variety of contexts, e.g., seek out opportunities outside of class to practise and observe
Metacognitive	2. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations, e.g., identify problems that might hinder successful completion of a task and seek solutions	2. effectively use appropriate metacognitive strategies to enhance language learning in a variety of situations, e.g., monitor own speech and writing to check for persistent errors	2. effectively use appropriate metacognitive strategies to enhance language learning in a variety of contexts, e.g., be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly
Social/Affective	3. select and use appropriate social and affective strategies to enhance language learning in a variety of situations, e.g., reduce anxiety by using mental techniques	3. effectively use appropriate social and affective strategies to enhance language learning in a variety of situations, e.g., work with others to solve problems, get feedback on tasks	3. effectively use appropriate social and affective strategies to enhance language learning in a variety of contexts, e.g., provide personal motivation by arranging rewards for themselves when successful

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.5 Language Use Strategies

Kindergarten

Grade 1

Grade 2

Grade 3

By the end of each grade, students will be able to:

Interactive	1. use simple interactive strategies with guidance, e.g., use words from their first language to get their meaning across, acknowledge being spoken to	1. use simple interactive strategies with guidance, e.g., interpret and use a variety of non-verbal clues to communicate	1. use simple interactive strategies with guidance, e.g., indicate lack of understanding verbally or non-verbally	1. use a variety of simple interactive strategies with guidance, e.g., ask for clarification or repetition when they do not understand
	2. use simple interpretive strategies with guidance, e.g., use gestures, intonation, visual supports to aid comprehension	2. use simple interpretive strategies with guidance, e.g., make connections between texts, prior knowledge, and personal experience	2. use simple interpretive strategies with guidance, e.g., use illustrations to aid reading comprehension	2. use a variety of simple interpretive strategies with guidance, e.g., determine the purpose of listening, listen or look for key words
Productive	3. use simple productive strategies with guidance, e.g., mimic what the teacher says, use non-verbal means to communicate	3. use simple productive strategies with guidance, e.g., copy what others say or write, use words that are visible in the immediate environment	3. use simple productive strategies with guidance, e.g., use familiar repetitive patterns from stories, songs, rhymes, or media	3. use a variety of simple productive strategies with guidance, e.g., use illustrations to provide detail when producing their own texts

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.5 Language Use Strategies

Grade 4

Grade 5

Grade 6

By the end of each grade, students will be able to:

Interactive	1. identify and use a variety of interactive strategies, e.g., use the other speaker's words in subsequent conversation	1. identify and use a variety of interactive strategies, e.g., assess feedback from conversation partner to recognize when the message has not been understood	1. identify and use a variety of interactive strategies, e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction
	2. identify and use a variety of interpretive strategies, e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience	2. identify and use a variety of interpretive strategies, e.g., use knowledge of the sound-symbol system to aid reading comprehension	2. identify and use a variety of interpretive strategies, e.g., infer probable meaning of unknown words or expressions from contextual clues
	3. identify and use a variety of productive strategies, e.g., use various techniques to explore ideas at the planning stage	3. identify and use a variety of productive strategies, e.g., use knowledge of sentence patterns to form new sentences	3. identify and use a variety of productive strategies, e.g., be aware of and use the steps of the writing process

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.5 Language Use Strategies

Grade 7

Grade 8

Senior 1

By the end of each grade, students will be able to:

Interactive	1. select and use a variety of interactive strategies, e.g., invite others into the discussion, ask for confirmation that a form used is correct	1. select and use a variety of interactive strategies, e.g., use a range of fillers and hesitation devices to sustain conversations, use circumlocution to compensate for lack of vocabulary	1. select and use appropriate interactive strategies in a variety of situations, e.g., repeat back part of what someone has said to confirm mutual understanding
Interpretive	2. select and use a variety of interpretive strategies, e.g., prepare questions or a guide to note down information found in the text	2. select and use a variety of interpretive strategies, e.g., use key content words or discourse features to follow an extended text	2. select and use appropriate interpretive strategies in a variety of situations, e.g., reread several times to understand complex ideas
Productive	3. select and use a variety of productive strategies, e.g., use resources to increase vocabulary	3. select and use a variety of productive strategies, e.g., take notes when reading or listening to assist in producing their own text	3. select and use appropriate productive strategies in a variety of situations, e.g., use a variety of resources to correct texts

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.5 Language Use Strategies

Senior 2

Senior 3

Senior 4

By the end of each grade, students will be able to:

Interactive	1. select and use appropriate interactive strategies in a variety of situations, e.g., summarize the point reached in a discussion to help focus the talk	1. effectively use appropriate interactive strategies in a variety of situations, e.g., ask follow-up questions to check for understanding	1. effectively use appropriate interactive strategies in a variety of contexts, e.g., use suitable phrases to intervene in a discussion, self-correct if errors lead to misunderstandings
Interpretive	2. select and use appropriate interpretive strategies in a variety of situations, e.g., summarize information gathered	2. effectively use appropriate interpretive strategies in a variety of situations, e.g., assess their own information needs before listening, viewing, or reading	2. effectively use appropriate interpretive strategies in a variety of contexts, e.g., use skimming and scanning to locate key information in texts
Productive	3. select and use appropriate productive strategies in a variety of situations, e.g., proofread and edit final version of text, apply grammar rules to improve accuracy at the correction stage	3. effectively use appropriate productive strategies in a variety of situations, e.g., use circumlocution and definition to compensate for gaps in vocabulary	3. effectively use appropriate productive strategies in a variety of contexts, e.g., compensate for avoiding difficult structures by rephrasing

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.6 General Learning Strategies

Kindergarten

Grade 1

Grade 2

Grade 3

By the end of each grade, students will be able to:

Cognitive	1. use simple cognitive strategies to enhance general learning, e.g., classify objects, ideas according to their attributes	1. use simple cognitive strategies to enhance general learning, e.g., use models	1. use simple cognitive strategies to enhance general learning, e.g., connect what they already know with what they are learning	1. use simple cognitive strategies to enhance general learning, e.g., experiment with and concentrate on one thing at a time
Metacognitive	2. use simple metacognitive strategies to enhance general learning, e.g., reflect on learning tasks with the guidance of the teacher	2. use simple metacognitive strategies to enhance general learning, e.g., choose from among learning options	2. use simple metacognitive strategies to enhance general learning, e.g., discover how their efforts can affect their learning	2. use simple metacognitive strategies to enhance general learning, e.g., decide in advance to attend to the learning task
Social/Affective	3. use simple social and affective strategies to enhance general learning, e.g., watch others' actions and imitate them	3. use simple social and affective strategies to enhance general learning, e.g., seek help from others	3. use simple social and affective strategies to enhance general learning, e.g., follow their natural curiosity and intrinsic motivation to learn	3. use simple social and affective strategies to enhance general learning, e.g., participate in co-operative group learning tasks

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.6 General Learning Strategies

Grade 4

Grade 5

Grade 6

By the end of each grade, students will be able to:

Cognitive	1. identify and use a variety of cognitive strategies to enhance general learning, e.g., focus on and complete learning tasks	1. identify and use a variety of cognitive strategies to enhance general learning, e.g., write down key words and concepts in abbreviated form (verbal, graphic, or numerical) to assist performance of a learning task	1. identify and use a variety of cognitive strategies to enhance general learning, e.g., use mental images to remember new information
Metacognitive	2. identify and use a variety of metacognitive strategies to enhance general learning, e.g., divide an overall learning task into a number of sub-tasks	2. identify and use a variety of metacognitive strategies to enhance general learning, e.g., make a plan in advance about how to approach a task	2. identify and use a variety of metacognitive strategies to enhance general learning, e.g., identify their own needs and interests
Social/Affective	3. identify and use a variety of social and affective strategies to enhance general learning, e.g., choose learning activities that enhance understanding and enjoyment	3. identify and use a variety of social and affective strategies to enhance general learning, e.g., encourage themselves to try, even though they might make mistakes	3. identify and use a variety of social and affective strategies to enhance general learning, e.g., take part in group decision-making processes

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.6 General Learning Strategies

Grade 7

Grade 8

Senior 1

By the end of each grade, students will be able to:

Cognitive	1. select and use a variety of cognitive strategies to enhance general learning, e.g., distinguish between fact and opinion when using a variety of sources of information	1. select and use a variety of cognitive strategies to enhance general learning, e.g., formulate key questions to guide research	1. select and use appropriate cognitive strategies to enhance general learning in a variety of situations, e.g., make inferences, identify and justify the evidence on which their inferences are based
Metacognitive	2. select and use a variety of metacognitive strategies to enhance general learning, e.g., manage the physical environment in which they have to work	2. select and use a variety of metacognitive strategies to enhance general learning, e.g., keep a learning journal such as a diary or a log	2. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, e.g., work with others to monitor their own learning
Social/Affective	3. select 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	3. select and use a variety of social and affective strategies to enhance general learning, e.g., take part in group problem-solving processes	3. select and use appropriate social and affective strategies to enhance general learning in a variety of situations, e.g., be willing to take risks, try unfamiliar tasks and approaches

General Learning Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.6 General Learning Strategies

	Senior 2	Senior 3	Senior 4
<i>By the end of each grade, students will be able to:</i>			
Cognitive	1. select and use appropriate cognitive strategies to enhance general learning in a variety of situations, e.g., use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember	1. select and use appropriate cognitive strategies to enhance general learning in a variety of situations, e.g., seek information through a network of sources including libraries, the world wide web, individuals, and agencies	1. effectively use appropriate cognitive strategies to enhance general learning in a variety of contexts, e.g., use previously acquired knowledge or skills to assist with a new learning task
Metacognitive	2. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, e.g., develop criteria for evaluating their own work	2. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, e.g., reflect upon their thinking processes and how they learn	2. effectively use appropriate metacognitive strategies to enhance general learning in a variety of contexts, e.g., take responsibility for planning, monitoring, and evaluating learning experiences
Social/Affective	3. select and use appropriate social and affective strategies to enhance general learning in a variety of situations, e.g., use self-talk to make themselves feel competent to do the task	3. select and use appropriate social and affective strategies to enhance general learning in a variety of situations, e.g., monitor their level of anxiety about learning tasks and take measures to lower it if necessary	3. effectively use appropriate social and affective strategies to enhance general learning in a variety of contexts, e.g., use social interaction skills to enhance group learning tasks

CULTURE

The Culture section supports the development of a positive self-concept, as well as a strong self-identity as a multilingual/multicultural learner and a positive attitude towards German language and cultures. This section provides opportunities for the exploration of the German language and the cultures of German-speaking peoples from the perspectives of history, contemporary life, diversity, and change. It promotes the development of a sense of community, an understanding of similarities and differences among people, and an appreciation for personal contributions to society. It also is designed to develop an understanding of global interrelatedness and interdependence, cultural sensitivity, and to support the preparation of students for effective participation in the global community, global marketplace, and workplace.

The Culture section is intended to be integrated with language learning, as well as learning related to other subject areas, and is an essential part of daily activities in German bilingual programming.

General Learning Outcome

The following General Learning Outcome outlines the key learnings that the Culture section is designed to support.

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.1 *Self-Identity*

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>By the end of each grade, students will be able to:</i>				
Valuing German Language and the Cultures of German-Speaking Peoples	1. participate in cultural activities in the classroom and school	1. participate in cultural activities and traditions	1. participate in and appreciate cultural activities and traditions	1. recognize and appreciate various elements of the cultures of German-speaking peoples
Valuing Bilingualism/Multiculturalism	2. participate in classroom and school cultural activities	2. participate in classroom and school cultural activities	2. recognize the benefits of a bilingual/multicultural education	2. understand the personal significance of a bilingual/multicultural education

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.1 *Self-Identity*

Grade 4

Grade 5

Grade 6

By the end of each grade, students will be able to:

Valuing German Language and the Cultures of German-Speaking Peoples	1. recognize and appreciate various elements of the cultures of German-speaking peoples	1. identify the lifelong personal benefits of German language and cultures	1. value the lifelong personal benefits of German language and cultures
	2. participate in activities that promote and celebrate the bilingual/multicultural education experience	2. recognize the uniqueness of a bilingual/multicultural education	2. identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context
Valuing Bilingualism/Multiculturalism			

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-Identity

Grade 7

Grade 8

Senior 1

By the end of each grade, students will be able to:

Valuing German
Language and the
Cultures of German-
Speaking Peoples

1. explore and analyze how German language and cultures have affected and enriched them personally

1. explore and analyze how German language and cultures have enriched the lives of others

1. explore how one's past and present German language and cultural experiences, understanding, and knowledge may be an asset in future opportunities

Valuing
Bilingualism /
Multiculturalism

2. explore and analyze how being bilingual/multicultural has affected and enriched their own life

2. explore and analyze how bilingualism/multiculturalism has enriched the lives of others

2. explore how one's past and present bilingual/multicultural experiences, knowledge, and understanding may be an asset in future opportunities

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-Identity

Senior 2

Senior 3

Senior 4

By the end of each grade, students will be able to:

Valuing German
Language and the
Cultures of German-
Speaking Peoples

1. participate in and contribute to activities in which knowledge and skills related to German will be applied

1. participate in and contribute to intercultural interactions, such as exchanges, inter-visitations and penpal activities with German speakers

1. choose to engage in activities that will promote own lifelong cultural development

Valuing
Bilingualism/
Multiculturalism

2. participate in and contribute to activities in which bilingual/multicultural knowledge and skills will be applied

2. participate in and contribute to intercultural interactions, such as exchanges, inter-visitations, and penpal activities

2. choose to engage in activities that will promote own lifelong bilingual/multicultural development

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 German Culture

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>By the end of each grade, students will be able to:</i>				
Historical Elements	1. 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.)	1. 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.)	1. participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [<i>Karneval</i> , <i>Fasching</i>], music, dance, art, literature, food, etc.)	1. 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.)
Contemporary Elements	2. participate in activities and experiences that reflect contemporary elements of German culture (see example above)	2. participate in activities and experiences that reflect contemporary elements of German culture (see example above)	2. participate in activities and experiences that reflect contemporary elements of German culture (see example above)	2. participate in activities and experiences that reflect contemporary elements of German culture (see example above)
Diversity	3. experience cultural elements of diverse origins from within German culture	3. experience cultural elements of diverse origins from within German culture	3. recognize diverse elements of German culture in school and/or local community	3. identify diverse elements of German culture in school and/or local community
Change	4. participate in events marking changes	4. illustrate that change occurs in one's immediate environment	4. gather information to demonstrate change within the German culture	4. identify how people's actions and lifestyles change to accommodate the changing needs of people

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 German Culture

Grade 4

Grade 5

Grade 6

By the end of each grade, students will be able to:

Historical Elements Contemporary Elements Diversity Change	1. explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [<i>Ostern</i>], music, dance, art, literature, food, etc.)	1. explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [<i>St. Nikolaus</i>], music, dance, art, literature, food, etc.)	1. explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations [<i>Oktoberfest</i> , <i>Volksfest</i>], music, dance, art, literature, food, etc.)
	2. explore elements in the immediate environment that reflect the contemporary features of German culture (see example above)	2. explore elements in the immediate environment that reflect the contemporary features of German culture (see example above)	2. explore elements in the immediate environment that reflect the contemporary features of German culture (see example above)
	3. explore diversity of German culture in the immediate environment	3. explore diversity of German culture at the school level	3. explore diversity of German culture at the community level
	4. explore and reflect on change within one's own immediate environment	4. explore and reflect on change in German culture within the family and community	4. explore and reflect on change in German culture at the international level

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 German Culture

	Grade 7	Grade 8	Senior 1
<i>By the end of each grade, students will be able to:</i>			
Historical Elements	1. explore how major historical events, figures, and cultural developments of German culture have influenced contemporary culture worldwide (such as great figures, periods of history, immigration, etc.)	1. explore how major historical events, figures, and cultural developments of German culture have influenced contemporary culture worldwide (such as great figures, periods of history, immigration, etc.)	1. analyze the influence and contributions of major historical events, figures, and cultural developments of German worldwide (such as great figures, periods of history, immigration, etc.)
Contemporary Elements	2. explore how contemporary events, figures, and cultural developments of German culture have influenced contemporary culture worldwide (such as geography, current events, celebrations, fine arts, lifestyles, etc.)	2. explore how contemporary events, figures, and cultural developments of German culture have influenced contemporary culture worldwide (such as geography, current events, celebrations, fine arts, lifestyles, etc.)	2. analyze the influence and contributions of contemporary events, figures, and cultural developments of German culture worldwide (such as geography, current events, celebrations, fine arts, lifestyles, etc.)
Diversity	3. explore the diversity of the German language and culture	3. explore the diversity of the German language and culture	3. examine the diversity of the German language and culture
Change	4. explore how changes in German language and culture have affected them personally	4. explore the significance of changes in the German culture to the rest of the world	4. compare changes in the German culture to changes in other cultures

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 German Culture

	Senior 2	Senior 3	Senior 4
Historical Elements	1. recognize and appreciate the influence and contributions of major historical events, historical figures, and cultural developments of the German culture	1. examine various perspectives regarding the influence and contributions of major historical events, historical figures, and cultural developments of the German culture	1. identify and analyze how historical experiences have shaped the contemporary German language and culture
Contemporary Elements	2. recognize and appreciate the influence and contributions of contemporary events, contemporary figures, and cultural developments of the German culture	2. examine various perspectives regarding the influence and contributions of contemporary events, contemporary figures, and cultural developments of the German culture	2. identify and analyze the impact of contemporary influences on German language and culture
Diversity	3. compare and contrast various perspectives on diversity of German language and culture	3. compare and contrast various perspectives on diversity of German language and culture	3. identify and analyze how historical and current diversity has shaped the contemporary German language and culture
Change	4. examine historical influences that have influenced the German culture	4. examine contemporary influences that have influenced the German culture	4. identify and analyze the significance of historical and contemporary changes in German culture on the rest of the world

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>By the end of each grade, students will be able to:</i>				
Valuing Diversity	1. recognize differences between self and peers	1. explore diversity within one's own family and in the school	1. explore diversity within the classroom and among families and communities	1. explore diversity in the classroom, school, and local community, and reflect on its personal significance
Valuing Similarity	2. recognize similarities between self and peers	2. explore similarities within one's own family and in the school	2. explore similarities within the classroom and among families and communities	2. explore similarities in the classroom, school, and local community and reflect on their personal significance
Contributing to Community	3. participate in, and contribute to, classroom activities	3. participate and co-operate in, and contribute to, classroom and school activities	3. participate co-operatively in group activities by contributing ideas and supporting others	3. participate co-operatively in daily classroom duties, and support peers and classmates

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

	Grade 4	Grade 5	Grade 6
Valuing Diversity	1. explore diversity in the broader community and reflect on its personal significance	1. explore, compare, and reflect on the personal significance of diversity in Canada	1. explore the impact of diversity in other regions of the world, and compare it with the impact of diversity in Canada
Valuing Similarity	2. explore similarities in the broader community and reflect on their personal significance	2. explore, compare, and reflect on common human needs and experiences of Canadians	2. examine the common human needs and experiences of people around the world
Contributing to Community	3. demonstrate desire to assist others and contribute to classroom and school activities	3. develop skills that promote co-operation and mutual respect within the classroom and the school	3. provide positive contributions and leadership within the school and/or community

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

	Grade 7	Grade 8	Senior 1
<i>By the end of each grade, students will be able to:</i>			
Valuing Diversity	1. examine diversity in the school and community; reflect on its impact on self, relationships, and personal choices	1. examine diversity in the school and community; reflect on its impact on self, school, and community	1. explore and analyze how diversity has contributed to and enriched Canadian society
Valuing Similarity	2. examine similarities among peers and members of the school and local community, and reflect on their personal impact	2. examine similarities that exist in cultures in Canadian society through the historical context of immigration	2. examine similarities in cultures in current Canadian society
Contributing to Community	3. participate and contribute effectively in classroom and group activities; reflect on personal contributions to group activities	3. appreciate contributions of different individuals, groups, and events to the development of Canada	3. examine the significance of various contemporary cultural issues to Canadian society

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

	Senior 2	Senior 3	Senior 4
<i>By the end of each grade, students will be able to:</i>			
Valuing Diversity	1. identify and analyze how Canada's response to diversity has changed; identify the benefits of a pluralistic approach	1. analyze and understand the significance of diversity in shaping present and future opportunities for growth	1. participate in various individual, group, school, and community activities that celebrate diversity and promote intercultural understanding
Valuing Similarity	2. identify and explain how common human experiences and needs are reflected in culture, social structure, and day-to-day patterns of behaviour in Canada	2. identify and explain how common human experiences and needs are reflected in culture, social structure, and day-to-day patterns of behaviour in different societies	2. identify, explain, and analyze how common human experiences and needs are reflected in various societies around the world
Contributing to Community	3. participate in various school and community events to promote intercultural understanding	3. participate in various school, community, and Canadian events to promote intercultural understanding	3. participate and contribute to individual, group, school, and community activities using own German language and cultural knowledge and skills

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>By the end of each grade, students will be able to:</i>				
Responsible Citizenship	1. demonstrate personal and social responsibility in the classroom	1. demonstrate personal and social responsibility in the classroom and school	1. demonstrate personal and social responsibility in the classroom, school, and community	1. recognize that growing up involves making decisions and accepting consequences
Interdependence	2. participate in tasks and activities with partners and in groups	2. recognize own and others' contributions to a group	2. recognize the benefits of working with a partner or within a group; recognize that one affects and is affected by the actions of others	2. identify the advantages and disadvantages of working collaboratively with a partner or group
Intercultural Skills	3. adapt to new situations	3. work and play with others, recognizing that expectations can be different for different people	3. identify and describe causes of conflict in the classroom	3. explore ways to resolve interpersonal conflict
Future Opportunities	4. share or demonstrate personal strengths or achievements	4. share or demonstrate personal strengths and areas for further development	4. identify personal strengths and areas for development	4. identify personal strengths and areas for development, and set personal goals

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

Grade 4

Grade 5

Grade 6

By the end of each grade, students will be able to:

Responsible Citizenship	1. respect the feelings, rights, and property of others, and accept responsibility for their own actions	1. recognize the positive and negative aspects of the consequences of their actions; demonstrate honesty and reliability in a variety of situations	1. explore the meaning of personal and social conscience; demonstrate problem-solving and decision-making skills
Interdependence	2. recognize that people must depend on others to meet their needs; recognize the effects of their actions on others	2. examine the role of the individual in group activities; reflect on effectiveness of own contributions	2. participate in and contribute to group activities effectively; recognize that co-operation is important
Intercultural Skills	3. engage in activities that reflect other perspectives or ways of doing things	3. accept differences in others' characteristics and abilities	3. recognize and respect individual differences; recognize the worth of every individual
Future Opportunities	4. identify personal strengths and areas for development; establish personal goals and action plans	4. identify personal strengths and areas for further development; establish personal goals and action plans	4. identify personal interests and explore future opportunities for learning and employment

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

	Grade 7	Grade 8	Senior 1
<i>By the end of each grade, students will be able to:</i>			
Responsible Citizenship	1. identify and analyze examples of rights and responsibilities of citizens	1. identify how citizen action can affect public policy, including cultural diversity	1. recognize how public policies relating to cultural diversity are affected by public opinion, the media, and political groups
Interdependence	2. explore different roles and responsibilities of a group member	2. identify the impact of actions of an individual upon the group	2. identify ways in which individuals, community members, and societal members are interrelated and interdependent
Intercultural Skills	3. understand and analyze the rights and responsibilities of citizens and provide examples	3. explore ways in which group conflict can be resolved in Canadian society	3. appreciate and understand the value of different perspectives
Future Opportunities	4. explore learning and work opportunities around the world	4. explore essential skills, knowledge, and attitudes required for effective participation in the global workplace and marketplace	4. explore career fields in which bilingual and multicultural knowledge, skills, and attitudes can be applied

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

	Senior 2	Senior 3	Senior 4
Responsible Citizenship	1. identify and analyze a citizen's role and responsibility in interrelated local, national, and international contexts	1. participate in group decision-making and problem solving in ways that demonstrate concern for others and understanding of responsibilities as citizens	1. examine global conflict and co-operation between nations
Interdependence	2. explore ways in which peoples and nations are linked in an interrelated global system	2. explore how global links and interdependency affect one's role as a citizen in one nation among many others	2. examine the local and global consequences of individual and collective decision-making
Intercultural Skills	3. examine attitudes and values that contribute to cross-cultural understanding	3. identify how intercultural and multicultural organizations have affected global citizenship	3. demonstrate cultural sensitivity and awareness of cultural diversity in everyday situations through appropriate behaviour and language
Future Opportunities	4. examine personal plans for further development of skills, knowledge, and attitudes required for effective participation in the global workplace and marketplace	4. apply bilingual and multicultural knowledge and skills in specific activities that will further develop the skills required for effective participation in the global workplace	4. apply bilingual and multicultural knowledge and skills in specific activities that will promote skill development and opportunities for future participation in the global workplace

APPENDICES

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I. Using the Curriculum

When implementing the *Curriculum Framework*, a number of factors need to be considered:

- the amount of **time** available for instruction
- the **entry level** into the program
- the students' **prior knowledge of and experience with** languages and skills

Other factors also need consideration:

- **support** for the German language in the school, among parents, and in the community at large
- the skill and knowledge of the **teacher**
- how classes are **scheduled** on a weekly and yearly basis
- the choice of **topics and tasks**
- the **resources** used for learning activities
- the **language of instruction**
- the **assessment and evaluation** strategies used
- the opportunities for **real-life applications** of language learning

Curriculum Implementation Factors

When using the *Curriculum Framework* the context in which the language will be taught should be taken into consideration. The following are some guidelines for adjusting the information in this document to suit local circumstances:

Time

The *Curriculum Framework* was designed on the basis of the following time allocations:

- Kindergarten to Grade 6 - 50%
- Grade 7 to Senior 1 - 30%
- Senior 2 to Senior 4 - 30%

Entry Level

There is evidence in support of starting second language learning early. Students have a greater exposure to the language over time and develop more native-like pronunciation. The *Curriculum* is designed for a usual entry point at the Kindergarten or Grade 1 level. However, alternative entry points can be considered on a student-by-student basis.

Prior Knowledge

The *Curriculum Framework* assumes that the students will have limited or no previous knowledge of German upon entry into Kindergarten or Grade 1.

Students who already have a second language, particularly one of Germanic origin, can be expected to learn German and additional languages more quickly and more easily than those beginning their study of a second language.

Additional Factors

Implementation of German language programming requires decisions about staffing and administration. The following are some guidelines for making these decisions:

Community Support

Successful German language programming is dependent on the support of all partners in education. It is critical, however, to have the active involvement of

- the administration and staff of the school
- parents of the students enrolled
- members of the community at large, particularly those who speak German

Teachers

A communicative approach to second language teaching, which uses content based on other academic subjects and the interests and experiences of the students, demands a broad range of teacher knowledge and skills both in German and in second language pedagogy. In addition, teachers will benefit from experience and expertise in

- responding to diversity in the classroom and using multi-level groupings
- co-operative learning and student-centered learning
- multimedia and computer-assisted learning

Teachers need to engage in and be supported in their professional development, in order to maintain or improve their fluency in the language and their cultural knowledge and skills, and to keep their teaching skills current.

Scheduling

German language instruction should be scheduled to ensure maximum continuity of exposure to the language. If students have little exposure to the language for extended periods of time, their language retention is affected. Students benefit from using the language on a daily basis.

Choice of Topics and Tasks

In the Appendix, three domains are suggested as organizers to guide the choice learning tasks: the personal, the public, and the educational. Sample areas of experience are listed under each of the three domains and a table shows how topics can be developed at different levels. The topics listed are not mandatory, but are intended to encourage teachers to provide a broad range of language learning experiences at every level. Choices should be guided by the needs, interests, and daily experiences of the students, as well as the content of the subject area under study.

Resources

Resources that are selected should be appropriate for the age, developmental levels, and linguistic levels of the students. A range of print, media, and human resources need to be available to support this *Curriculum Framework*. Informational texts, literature, and a variety of media forms will also need to be acquired.

Language of Instruction

It is expected that classes will take place in German to maximize exposure to the language. There may be some situations where a few minutes of class time will be used to reflect on the learning process in the students' first language, especially in the early stages of learning.

Assessment and Evaluation

Teachers need to use a variety of authentic assessment strategies, such as

- observation checklists
- rubrics
- anecdotal records
- communicative tests
- portfolios
- self-assessment
- peer and group assessment
- performance profiles

Real-Life Applications

Students will be more successful language learners if they have opportunities to use the language for authentic communication in a broad range of contexts. The *Curriculum Framework* supports and encourages the real-life application of language learning through meaningful contact with fluent speakers of German and authentic German texts.

Language programs being implemented in a “foreign language” context, in other words, with no language community immediately available, can make use of authentic materials, electronic communications, and multimedia resources to support language learning. They can also facilitate student participation in exchanges (within Canada or abroad), language camps or weekend immersion experiences, field trips, or longer excursions. Schools or communities can be twinned, pen pals arranged, visitors invited into the school, etc.

II. Sample Areas of Experience

PERSONAL

Family (extended)
roles and responsibilities
special events and family
celebrations

Home
rooms and furnishings

Self
physical attributes (body,
clothing)
emotions

Friends
relationships
shared activities

Daily Activities
routines and chores
meals
family traditions

Leisure Activities
sports
hobbies
music

PUBLIC

Commercial Transactions and
Business
shopping
restaurants
services

Travel
daily travel
vacations

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/volunteer activities

EDUCATIONAL

Humanities
literature
arts

Social Sciences
geography
history
social issues

Natural Sciences and
Mathematics
weather and climate
animals and plants
technology
inventions
money
ecology and the environment
outer space
measurement, shape

Health and Physical Education
physical activity
nutrition
public health issues
safety

Sample Areas of Experience: Example of Distribution by Grades

	K – 3	4 – 6	7 – S1	S2 – S4
Personal	<ul style="list-style-type: none"> My family My home My body Clothing for each season Games and songs Favourite foods My birthday 	<ul style="list-style-type: none"> My family tree Helping at home My room Friends My hobbies and pastimes Emotions Favourite times of the year 	<ul style="list-style-type: none"> Family traditions Fashion Peer pressure Extracurricular activities Cooking at home 	<ul style="list-style-type: none"> Family relationships Special friends Personal identity and style Leisure time
Public	<ul style="list-style-type: none"> Going shopping Going on vacation Jobs people do Being a good neighbour Holidays and festivals Around school 	<ul style="list-style-type: none"> Public transport What’s on TV? My community People who help others Going to the doctor 	<ul style="list-style-type: none"> Going out (restaurants, movies, sports, shows) Emergencies Cartoons and comics Community service Summer holidays 	<ul style="list-style-type: none"> Career options Getting information Consumerism Media Public institutions Travel
Educational	<ul style="list-style-type: none"> Stories and rhymes Today’s weather Domestic/wild animals Counting things Songs and dances Sports and games 	<ul style="list-style-type: none"> Caring for pets Food and nutrition Maps and plans Making things grow Spatial relationships Making music/art 	<ul style="list-style-type: none"> Healthy living Space travel Helping the environment Peoples that make up Canada Short stories and poems The arts around the world How much will it cost? 	<ul style="list-style-type: none"> Literature and the arts Personal finances Technology Peace and human rights Responsible citizenship Lifelong fitness

III. Sample List of Text Forms

Written Texts

- Adventures
- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets, and leaflets
- Cartoons
- Catalogues
- Charts, diagrams, graphs
- Compositions
- Diagrams
- Dictionary and grammar items
- Drawings
- Encyclopaedia entries
- Fables
- Folk tales and legends
- Forms
- Graffiti
- Graphs
- Guest speakers
- Historical fiction
- Humour
- Illustrations
- Information texts
- Instructions and other “how to” texts
- Invitations
- Journals, diaries, and logs
- Labels and packaging
- Letters, business and personal
- Lists, notes, personal messages
- Maps
- Menus
- Mysteries
- Myths
- Newspaper and magazine articles
- News reports
- Non-fiction chapter books
- Photographs
- Picture books
- Pictures
- Plays
- Poetry
- Prints
- Programs
- Questionnaires
- Reader theatre

- Recipes
- Reports and manuals
- Rhymes
- Riddles
- Role-play
- Short stories and novels
- Signs, notices, announcements
- Stories
- Symbols
- Textbook articles
- Tickets, timetables, and schedules
- Travel log
- Word-play

Oral Texts

- Advertisements
- Announcements
- Ceremonies, religious and secular
- Conversations, formal and informal
- Debates
- Fables
- Guest speakers
- Humour
- Interviews
- Lectures
- Messages
- Murals
- Mysteries
- Myths
- Oral stories and histories
- Plays and other performances
- Repetition
- Reports and presentations
- Role-play
- Rhymes
- Rhythms
- Riddles
- Songs and hymns
- Telephone conversations
- Word-play

Multimedia Texts

- Audio tapes
- Charts, diagrams, graphs
- Comic strips
- Computer and board games
- Computer software
- Dance

- Drawings
- Information texts
- Movies and films
- Murals
- News reports
- Photographs
- Pictures
- Puppet plays
- Slide/tape and video presentations
- Symbols
- TV programs
- Websites

IV. Global List of Strategies

Language Learning Strategies

Cognitive

Students will:

- 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 (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, grammars
- use available technological aids to support language learning, e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and note unknown words and expressions, noting also their context and function

Metacognitive

Students will:

- check copied writing for accuracy
- make choices about how they learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading, and writing process
- decide in advance to attend to specific aspects of input

- listen or read for key words
- evaluate their own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition and identify one or more they consider particularly useful
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable them to cope with texts containing unknown elements
- identify factors that might hinder successful completion of a task and seek solutions
- monitor their own speech and writing to check for persistent errors
- be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly

Social/Affective

Students will:

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work co-operatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or non-acceptance by more experienced speakers
- participate actively in 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, and try unfamiliar tasks and approaches
- repeat back new words and expressions which occur in conversations in which they participate, and make use of them as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, get feedback on tasks
- provide personal motivation by arranging rewards for themselves when successful

Language Use Strategies

Interactive

Students will:

- 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 nonverbal clues to communicate, e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally, e.g., *Wie bitte?*, *Entschuldigung?*, *Das habe ich nicht verstanden*, raised eyebrows, blank look
- ask for clarification or repetition when they do not understand, e.g., *Was meinst du damit?*, *Kannst du das bitte wiederholen?*
- 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., *Was ich damit sagen will...*
- use a simple word similar to the concept they want to convey and invite correction, e.g., *Fisch* for *Forelle*
- invite others into the discussion
- ask for confirmation that a form used is correct, e.g., *Kann man das sagen?*
- use a range of fillers and hesitation devices to sustain conversations, e.g., *Also...*, *Was wollte ich sagen...*
- use circumlocution to compensate for lack of vocabulary, e.g., *Das Ding aus dem man trinkt* for *Glas*
- repeat part of what someone has said to confirm mutual understanding, e.g., *Was du also damit sagen willst ist...*, *Du meinst also, dass...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding, e.g., *Verstehst du was ich meine?*
- use suitable phrases to intervene in a discussion, e.g., *Da wir gerade dabei sind...*
- self-correct if errors lead to misunderstandings, e.g., *Was ich eigentlich damit sagen will...*

Interpretive

Students will:

- use gestures, intonation, and visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words

- listen selectively based on purpose
- make predictions about what they expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound-symbol system to aid reading comprehension
- infer probable 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 features to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess their own information needs before listening, viewing, or reading
- use skimming and scanning to locate key information in texts

Productive

Students will:

- mimic what the teacher says
- use nonverbal 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

Students will:

- classify objects, 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

Students will:

- 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 subtasks
- make a plan in advance about how to approach a task
- identify their own needs and interests
- manage the physical environment in which they have to work
- keep a learning journal such as a diary or a log
- develop criteria for evaluating their own work
- work with others to monitor their own learning
- take responsibility for planning, monitoring, and evaluating learning experiences

Social/Affective

Students will:

- watch others' actions and imitate them
- seek help from others
- follow their natural curiosity and intrinsic motivation to learn
- participate in co-operative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- encourage themselves to try, even though they might make mistakes
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks, e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- monitor their level of anxiety about learning tasks and take measures to lower it if necessary, e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

V. Glossary

Authentic Situations

These refer to everyday situations one would encounter in a German-speaking country, e.g., in a bakery, train station, etc.

Authentic Texts

These refer to texts that were designed for and used by native speakers rather than for the purpose of second language instruction.

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 immersion and bilingual programming.

Culture

The members of the culture task force of the National Core French Study (LeBlanc, 1990) 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” (p. 44).

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, 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.

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: 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 – *dennoch*, in spite of – *trotzdem*, consequently – *folglich*, therefore – *daher/deshalb*, in contrast to – *im Gegensatz zu*, in comparison to – *im Vergleich zu/mit*, and on the other hand – *andererseits* are infrequent in everyday communication, so students need to be taught their meanings and the proper grammatical usage.

Theme-rheme structure refers to the organization of information within 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.
- b) The theme is followed by 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 *is* (’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).

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, colour, gender, etc.

Idiomatic Expression

An idiom or an idiomatic expression is a word or group of words that has a commonly accepted meaning that is not the literal meaning. Some examples are: *happy as a lark* (very happy), *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.

Intercultural Skills

Intercultural competence is a combination of knowledge, skills, and attitudes which enable individuals to communicate and interact across cultural boundaries. Skills include finding information about a culture, interpreting it in order to understand the beliefs, meanings, and behaviours of members of that culture, relating one's own culture to the target culture, and interacting with members of that culture. In the process of developing these skills, language learners will acquire knowledge of the other culture, a heightened awareness of their own, as well as knowledge of the processes of interaction between two cultures. A pre-condition for successful intercultural interaction is an attitude of openness and curiosity as well as a willingness to look at the world from the point of view of the other culture. Intercultural competence is developed in the Global Citizenship component of the *Curriculum Framework*.

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 to interact with other learners or with speakers of the target language.

Affective strategies are what learners do to manage their emotions, motivation, and attitudes, thereby optimizing their ability to learn.

Language Use Strategies

These are actions taken by learners to enhance communication and avoid communication breakdown. Language use strategies can be used with no intention of improving one's facility with the language.

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.

Modeled 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.

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, and touching, as well as 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 the language used in a formal letter in the business world.

Representing

Representing enables students to communicate information and ideas through a variety of media, such as video presentations, posters, diagrams, charts, symbols, visual art, drama, mime, and models.

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; appropriate periods of silence before responding.

Sound-Symbol System

The sound-symbol describes the writing system of the language, the correlation between the sounds and the spelling (where the writing system is alphabetic), the rules of spelling, as well as mechanical conventions such as capitalization and punctuation. The sound system includes the pronunciation of vowels and consonants, intonation, rhythm, and stress.

Structured Situations

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

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. See the Sample List of Text Forms in this Appendix.

Viewing

To derive meaning from visual media and other forms of non-verbal communication, e.g., action, dances.

Vocabulary

Vocabulary covers all kinds of words and idioms. It also includes groups of words that function like a single word (e.g., *all of a sudden*). There is a difference in the range of a learner's active and passive vocabulary at any given time. "Active" vocabulary entails independent production of learned words; "passive" vocabulary comprises the words which students can recognize and understand without being able to produce them. The passive vocabulary will also be significantly larger than the active.

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