

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.

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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	
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"> 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
<i>By the end of each grade, students will be able to:</i>			
Sound-Symbol System	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
Vocabulary	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
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. 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.

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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

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

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
Register Idiomatic Expressions Variations in Language Social Conventions Non-Verbal Communication	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
	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
	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
	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
	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

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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
	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
	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	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	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	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
	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	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	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
	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	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	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
Metacognitive			
Social/Affective			

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
	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
	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
Metacognitive				
Social/Affective				

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

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

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