GERMAN LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADES 7–8–9

This program of studies is intended for students who began their study of German language and culture in Grade 4. It constitutes the fourth, fifth and sixth years of the German Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

INTRODUCTION

Studying the German language opens the door to understanding and participating in an influential world culture with close relationships to both the English language and our contemporary way of life.

Communication with people living in much of northern and central Europe is possible for those who know the German language. German is spoken by approximately 120 million people worldwide; it is the official language of Austria and Germany, and it is one of several official languages in Liechtenstein, Luxembourg and Switzerland. In Belgium and Denmark, German is a language with special status.

German can also be an important key to communication in many parts of the world beyond the German-speaking nations. In eastern Europe, for example, the use of German as a major language of business has been increasing in recent years.

To learn German as another language is to embark on a profound experience of cross-cultural exploration. Contributions from German culture have shaped such areas as science, technology, music, philosophy, literature, religion and politics, to name but a few. Over the centuries, German has had significant impact far beyond the borders of nations where the language is spoken.

For those students who already have some knowledge of German, or a family connection to the culture, there is the opportunity to renew contact with their ancestral language and culture or to maintain and develop literacy in a first language that is not the majority language in the community.

The value, for Canadian society as a whole, of learning German can be summarized as follows. Learning German leads to:

- an increased awareness of, and sensitivity to, cultural and linguistic diversity
- an enhanced role in the international community
- improved potential in the Canadian and the global marketplace and workplace.

There are also many personal reasons for learning German. Students who have no previous knowledge of the language can look forward to:

- more opportunity to communicate directly with German-speaking people and gain a deeper insight into their own culture and language

- a broader range of educational, career and leisure opportunities
- the opportunity to meet the entrance requirements of many post-secondary institutions in Alberta and across Canada.

Students receive additional, indirect benefits from learning German as another language, including:

- development of increased competence in their use of English or in other languages they may know
- enhanced cognitive functioning, particularly an increased ability to conceptualize and to think abstractly; more cognitive flexibility; and greater divergent thinking, creativity and metalinguistic competence.

ASSUMPTIONS

The following statements are assumptions that have guided the development process of this program of studies.

- Language is communication.
- Language expresses culture.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning German as another language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true of students who come to the class with some background knowledge of German and develop literacy skills in the language. It is also true for students who have no cultural or linguistic background in German and are studying German as a second language.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in German.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on cultures associated with German.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning; that is, helping others understand and working to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.
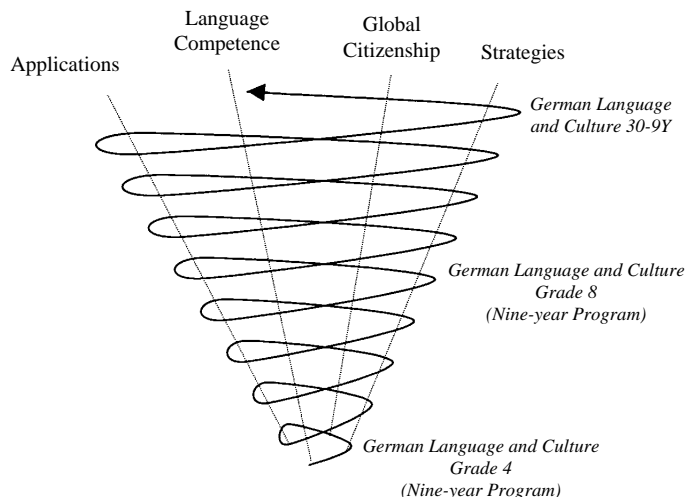
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

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

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 and experience with more vocabulary, text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the nine-year program (i.e., in different grades/courses), but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time.

Learning is reinforced, extended and broadened with each successive pass.

German Language and Culture 30-9Y

German Language and Culture Grade 8 (Nine-year Program)

German Language and Culture Grade 4 (Nine-year Program)

ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

Applications [A]
- Students will use German in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]
- Students will understand and produce German **effectively** and **competently**.

Global Citizenship [GC]
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.

Strategies [S]
- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

General Outcomes

Applications

Students will use German in a variety of **situations** and for a variety of **purposes**.
A–1 to receive and impart information
A–2 to express emotions and personal perspectives
A–3 to get things done
A–4 to form, maintain and change interpersonal relationships
A–5 to extend their knowledge of the world
A–6 for imaginative purposes and personal enjoyment

Language Competence

Students will understand and produce German **effectively** and **competently**.
LC–1 interpret and produce oral texts
LC–2 interpret and produce written and visual texts
LC–3 attend to form
LC–4 apply knowledge of the sociocultural context
LC–5 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.
GC–1 historical and contemporary elements of the cultures of the German-speaking world
GC–2 appreciating diversity
GC–3 personal and career opportunities

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.
S–1 language learning
S–2 language use
S–3 general learning

Guide to Reading the Program of Studies

General Outcome for Language Competence
Students will understand and produce German **effectively** and **competently**.

cluster heading for specific outcomes →

LC–1   interpret and produce oral texts

		Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
		Students will be able to:		
LC–1.1 aural interpretation	a.	understand a variety of short, simple oral texts in guided and unguided situations	a. understand short oral texts on unfamiliar topics in guided situations	a. understand short oral texts on unfamiliar topics in guided situations
LC–1.2 oral production	a.	produce a variety of short, simple oral texts in guided situations	a. produce short oral texts in guided and unguided situations	a. produce a variety of short oral texts in guided and unguided situations
LC-1.3 interactive fluency	a.	engage in short, routine exchanges, with pauses for planning and repair	a. manage short interactions, with pauses for planning and repair	a. manage simple, spontaneous interactions, asking for repetition or clarification when necessary

read each page vertically for the outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

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

Applications

to express emotions and
personal perspectives

to receive and impart
information

to get things done

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

to form, maintain and
change interpersonal
relationships

for imaginative purposes
and personal enjoyment

to extend their knowledge
of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the German language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

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

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

A–1   to receive and impart information

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–1.1 share factual information	a. provide information on several aspects of a topic; e.g., give a simple report	a. understand, share and use simple definitions, comparisons and examples	a. share information about events that took place in the past or that may take place in the future

A–2   to express emotions and personal perspectives

Students will be able to:

	Grade 7	Grade 8	Grade 9
A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express agreement and disagreement, and approval and disapproval	a. inquire about and express interest or lack of interest, and satisfaction and dissatisfaction	a. inquire about and express probability and certainty
A–2.2 share emotions, feelings	a. inquire about and express emotions and feelings in a variety of familiar contexts	a. express emotions and feelings in a variety of informal situations	a. express emotions and feelings in formal situations; e.g., lodge a complaint in a store or a restaurant

A–3   to get things done

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–3.1 guide actions of others	a. make and respond to suggestions in a variety of situations	a. give and respond to advice and warnings	a. make and respond to suggestions or requests in formal situations; e.g., shopping, travelling
A–3.2 state personal actions	a. state personal actions in the past, present and future	a. express an intention or make a promise in a variety of situations	a. accept or decline an offer or invitation, with explanations
A–3.3 manage group actions	a. check for agreement and understanding b. express disagreement in an appropriate way	a. express appreciation, enthusiasm, support and respect for contributions of others	a. elaborate on and clarify another member's contribution

A–4   to form, maintain and change interpersonal relationships

Students will be able to:

	Grade 7	Grade 8	Grade 9
A–4.1 manage personal relationships	a. initiate and participate in casual exchanges with classmates	a. use routine means of interpersonal communication; e.g., telephone calls, personal notes, e-mail messages	a. give and respond to compliments b. explain actions

A–5   to extend their knowledge of the world

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–5.1 discover and explore	a. explore classification systems and criteria for categories b. discuss relationships and patterns	a. explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing	a. explore and express the meaning of what they are doing; e.g., what they will learn from a particular activity
A–5.2 gather and organize information	a. gather information from a variety of resources; e.g., print, human, multimedia	a. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps, flowcharts	a. gather information, using a prepared format; e.g., interview people, using prepared questions
A–5.3 explore opinions and values	a. distinguish fact from opinion	a. provide reasons for their position on an issue	a. explore how values influence behaviour; e.g., describe characters and their motivations in a story
A–5.4 solve problems	a. describe and analyze a problem, then propose solutions	a. generate and compare alternative solutions to problems	a. use information collected from various sources to solve problems

A–6   for imaginative purposes and personal enjoyment

	Grade 7 **(Nine-year Program)**	**Grade 8** **(Nine-year Program)**	**Grade 9** **(Nine-year Program)**
	Students will be able to:		
A–6.1 humour/fun	a. use German for fun and to interpret humour	a. use German for fun and to interpret and express humour	a. use German for fun and to interpret and express humour
A–6.2 creative/aesthetic purposes	a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language	a. use German creatively and for aesthetic purposes; e.g., retell a familiar story	a. use German creatively and for aesthetic purposes; e.g., write new words to a known melody
A–6.3 personal enjoyment	a. use German for personal enjoyment; e.g., learn a craft or a dance	a. use German for personal enjoyment; e.g., find a pen pal and exchange letters	a. use German for personal enjoyment; e.g., use the Internet to explore the cultures of the German-speaking world

Language Competence

interpret and produce
oral texts

interpret and
produce written and
visual texts

attend to form

**Students will understand and
produce German effectively
and competently.**

apply knowledge of how
discourse is organized, structured
and sequenced

apply knowledge of the
sociocultural context

LANGUAGE COMPETENCE

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

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there are strands for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

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

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

LC–1 interpret and produce oral texts

	Grade 7 **(Nine-year Program)**	**Grade 8** **(Nine-year Program)**	**Grade 9** **(Nine-year Program)**
	Students will be able to:		
LC–1.1 aural interpretation	a. understand a variety of short, simple oral texts in guided and unguided situations	a. understand short oral texts on unfamiliar topics in guided situations	a. understand short oral texts on unfamiliar topics in guided situations
LC–1.2 oral production	a. produce a variety of short, simple oral texts in guided situations	a. produce short oral texts in guided and unguided situations	a. produce a variety of short oral texts in guided and unguided situations
LC–1.3 interactive fluency	a. engage in short, routine exchanges, with pauses for planning and repair	a. manage short interactions, with pauses for planning and repair	a. manage simple, spontaneous interactions, asking for repetition or clarification when necessary

LC–2 interpret and produce written and visual texts

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		
LC–2.1 interpretation of written texts	a. understand a variety of short, simple written texts in guided and unguided situations	a. understand short written texts on unfamiliar topics in guided situations	a. understand short written texts on unfamiliar topics in guided and unguided situations
LC–2.2 written production	a. produce a variety of short, simple written texts in guided situations	a. produce short, simple written texts in guided and unguided situations	a. produce a variety of short, simple written texts in guided and unguided situations
LC–2.3 viewing	a. derive meaning from visual elements of a variety of media in guided and unguided situations	a. derive meaning from a number of visual elements in a variety of media in guided situations	a. derive meaning from a number of visual elements in a variety of media in guided and unguided situations
LC–2.4 representing	a. express meaning through the use of visual elements in a variety of media in guided situations	a. express meaning through a number of visual elements in a variety of media in guided situations	a. express meaning through a number of visual elements in a variety of media in guided and unguided situations

LC–3 attend to form

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		
LC–3.1 phonology	a. use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases	a. use intelligible pronunciation, stress and intonation when producing unfamiliar words or phrases	a. produce the essential sounds, rhythm, stress and intonation patterns of German where rehearsal is possible
LC–3.2 orthography	a. recognize some elements of the writing system b. apply common spelling rules to write unfamiliar words	a. recognize and use some elements of the writing system; e.g., capitalization and punctuation b. apply common spelling rules consistently	a. apply spelling rules consistently b. use basic mechanical conventions; e.g., common uses of punctuation
LC–3.3 lexicon	a. recognize that one word may have multiple meanings, depending on the context b. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • shopping • traditions • sports • any other lexical fields that meet their needs and interests	a. recognize that various words and expressions may convey the same idea b. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • fashion • transportation • leisure/entertainment • any other lexical fields that meet their needs and interests	a. recognize and use words and expressions that convey shades of meaning b. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • occupations • travel • health and safety • any other lexical fields that meet their needs and interests

(continued)

(continued)

LC–3 attend to form

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		

a. use, in modelled situations,[1] the following grammatical elements: ....

LC–3.4 grammatical elements	**Grade 7**	**Grade 8**	**Grade 9**
	• plural of nouns • personal pronouns accusative (singular); i.e., *mich, dich, sie, ihn, es* • modal verbs in present tense • separable verbs • selected reflexive verbs (singular) • formal address • subordinate clauses beginning with *weil* • position of adverbs of frequency; e.g., *manchmal, oft* • possessive pronouns (plural) *unser/euer/ihr* • present perfect regular verbs (common)	• personal pronouns dative (singular) • personal pronouns accusative (plural) • simple past (selected verbs, recognize only) • infinitive clauses; e.g., *Ich habe keine Lust die Hausaufgaben zu machen*. • selected subordinate clauses	• personal pronouns dative (plural) • reflexive verbs (all forms) • simple past (selected verbs, recognize only) • selected subordinate clauses • two-way prepositions • comparison of adjectives (all forms) • nominative/dative/ accusative cases (the concept)

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

General Outcome for Language Competence
Students will understand and produce German **effectively** and **competently**.

LC–3 attend to form

	Grade 7 **(Nine-year Program)**	**Grade 8** **(Nine-year Program)**	**Grade 9** **(Nine-year Program)**

Students will be able to:

b. use, in structured situations,[2] the following grammatical elements: ....

LC–3.4
grammatical elements

Grade 7	**Grade 8**	**Grade 9**
• compound nouns • possessive pronouns (plural) *unser/euer/ihr* • imperative mood (plural) • selected dative prepositions *aus, bei, mit, nach, seit, von, zu* • comparison of adjectives (comparative form only) • simple past (third person singular); e.g., *er war/er hatte* • negation *(nicht/kein)* • selected accusative prepositions • possessive adjective *mein/dein/sein/ihr* • perfect tense (limited selection of verbs) • possessive pronouns nominative (third person singular) *sein/ihr*	• plural of nouns • compound nouns • personal pronouns accusative (singular); i.e., *mich, dich, sie, ihn, es* • modal verbs in present tense • separable verbs • selected reflexive verbs (singular) • formal address • subordinate clauses beginning with *weil* • position of adverbs of frequency; e.g., *manchmal, oft* • selected dative prepositions *aus, bei, mit, nach, seit, von, zu* • possessive pronouns nominative and accusative (third person singular) *sein/ihr* • possessive pronouns (plural) *unser/euer/ihr* • perfect tense (limited selection of verbs)	• personal pronouns dative (singular) • personal pronouns accusative (plural) • infinitive clauses; e.g., *Ich habe keine Lust die Hausaufgaben zu machen.* • subordinate clauses beginning with *weil* • selected dative prepositions *aus, bei, mit, nach, seit, von, zu* • possessive pronouns (plural) *unser/euer/ihr* • plural of nouns • separable verbs

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

General Outcome for Language Competence
Students will understand and produce German **effectively** and **competently**.

LC–3 attend to form

Grade 7 **(Nine-year Program)**	**Grade 8** **(Nine-year Program)**	**Grade 9** **(Nine-year Program)**

Students will be able to:

c. use, independently and consistently,[3] the following grammatical elements: ....

LC–3.4
grammatical elements

Grade 7	Grade 8	Grade 9
• personal pronouns nominative (plural) • regular verbs (present tense) • selected reflexive verbs (first person singular) • simple past of *sein* and *haben* (first person singular) *ich war, ich hatte* • asking questions, using interrogatives; e.g., *wer? wie?* • sentence structure: inversion following expressions of time or place; e.g., *Heute gehe ich ...* • compound sentences with coordinating conjunctions; e.g., *und*	• selected dative prepositions • comparison of adjectives (comparative form only) • simple past (third person singular) *sein/haben* • negation *(nicht/kein)* • selected accusative prepositions	• plural of nouns • compound nouns • personal pronouns accusative (singular) in familiar situations; i.e., *mich, dich, sie, ihn, es* • modal verbs in present tense • formal address • position of adverbs of frequency; e.g., *oft, manchmal* • imperative mood (plural) • perfect tense (limited selection of verbs)

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3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC–4 apply knowledge of the sociocultural context

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		
LC–4.1 register	a. identify socially appropriate language in specific situations; e.g., *Sie/du*, age-appropriate colloquialisms	a. explore formal and informal uses of language in a variety of contexts	a. use suitable, simple formal language in a variety of contexts
LC–4.2 idiomatic expressions	a. use learned idiomatic expressions correctly	a. use learned idiomatic expressions in a variety of contexts	a. explore idiomatic expressions in popular, contemporary cultures
LC–4.3 variations in language	a. recognize some common regional variations in language	a. recognize other influences resulting in variations in language	a. recognize other influences resulting in variations in language; e.g., level of education b. identify regional variations in language
LC–4.4 social conventions	a. examine important social conventions in everyday interactions; e.g., shaking hands	a. examine the use of social conventions encountered in texts	a. examine and use important social conventions in interactions; e.g., formal address
LC–4.5 nonverbal communication	a. identify nonverbal behaviours in a variety of familiar contexts	a. identify nonverbal behaviours in a variety of familiar contexts	a. identify nonverbal behaviours in a variety of familiar contexts

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General Outcome for Language Competence
Students will understand and produce German **effectively** and **competently**.

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LC–5 apply knowledge of how discourse is organized, structured and sequenced

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–5.1 cohesion/ coherence	a. organize texts, using common patterns; e.g., cause and effect, sequencing b. interpret simple references within texts; e.g., pronouns	a. organize texts to indicate steps in a procedure or directions to follow b. recognize that pronouns and demonstratives provide cohesion within texts	a. use a variety of conventions to structure texts; e.g., titles, paragraphs, forms of correspondence b. use pronouns and demonstratives to provide cohesion within texts
LC–5.2 text forms	a. recognize a variety of text forms delivered through a variety of media	a. analyze and identify the organizational structure of a variety of text forms; e.g., folk tales, newspaper articles, instructions for a game	a. use a variety of familiar text forms and media in their own productions; e.g., recipes, comic strips, letters, radio or television reports, articles
LC–5.3 patterns of social interaction	a. initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates	a. initiate interactions and respond, using a variety of social interaction patterns; e.g., routine telephone calls	a. combine simple social interaction patterns to perform transactions and interactions; e.g., invitation–acceptance/refusal with explanation

Global Citizenship

historical and contemporary
elements of the cultures of the
German-speaking world

appreciating diversity

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

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of the cultures of the German-speaking world," there are strands for accessing/analyzing cultural knowledge, knowledge of the cultures of the German-speaking world, applying cultural knowledge, diversity within German-speaking cultures and valuing German-speaking cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply developing a bank of knowledge about the cultures of the German-speaking world, it is more important that students develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

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

GC–1 historical and contemporary elements of the cultures of the German-speaking world

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge	a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities	a. formulate questions and use basic research skills to gather and analyze information about cultures of the German-speaking world	a. make and test hypotheses about cultures of the German-speaking world b. identify and use a variety of sources of information to find out about cultures of the German-speaking world
GC–1.2 knowledge of the cultures of the German-speaking world	a. explore some elements of the cultures; e.g., everyday ways of life of people their own age b. identify similarities and differences between themselves and German-speaking people their own age	a. explore and identify some elements of the cultures of the German-speaking world	a. explore and identify some elements of the cultures of German-speaking people; e.g., cultural values, attitudes and interests of people their own age in the culture
GC–1.3 applying cultural knowledge	a. apply knowledge of elements of the cultures to interpret cultural behaviour that is different from their own	a. apply knowledge of elements of the cultures in interactions with people and in interpreting texts	a. identify different perspectives on the cultures and speculate on their origins; e.g., German cultural stereotypes present in their own community
GC–1.4 diversity within German-speaking cultures	a. apply knowledge of diverse elements of the cultures in interactions with people and in interpreting texts	a. apply knowledge of diverse elements of the cultures in interactions with people and in interpreting texts	a. identify different perspectives on diverse elements of the cultures and speculate on their origins; e.g., German cultural stereotypes

(continued)

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.

(continued)

GC–1   historical and contemporary elements of the cultures of the German-speaking world

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–1.5 valuing German-speaking cultures	a. recognize cultural behaviour that is different from their own	a. choose to participate in, and contribute to, activities and experiences that reflect cultures	a. examine their own perception of the German language and culture, including an examination of stereotypes

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.

GC–2 appreciating diversity

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–2.1 awareness of first language	a. identify some words in their first language that have been borrowed from German or from other languages	a. compare oral and written aspects of their first language and German; e.g., grammar structures	a. identify some regional variations in their first language
GC–2.2 general language knowledge	a. identify how and why languages borrow from one another	a. recognize that languages can be grouped into families based on common origins	a. recognize that languages may have regional differences in pronunciation, vocabulary or structure
GC–2.3 awareness of own culture	a. identify shared references and the different connotations attached to them in the German-speaking cultures and their own culture	a. identify some influences on the development of their personal identity; e.g., cultural conditioning	a. identify some of the past and present relationships between the German-speaking cultures and their own culture
GC–2.4 general cultural knowledge	a. recognize that within any culture there are important differences in the way people speak and behave	a. recognize that various factors affect the culture of a particular region; e.g., historical events, significant individuals	a. recognize that different cultures may have different interpretations of texts, cultural practices or products
GC–2.5 valuing diversity	a. demonstrate curiosity about other languages and cultures	a. recognize and acknowledge different perspectives	a. recognize the value of different perspectives
GC–2.6 intercultural skills	a. explore representations of their own culture created by members of another culture	a. identify and make use of public and private institutions that facilitate contact with other countries and cultures	a. recognize stereotypical thinking

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.

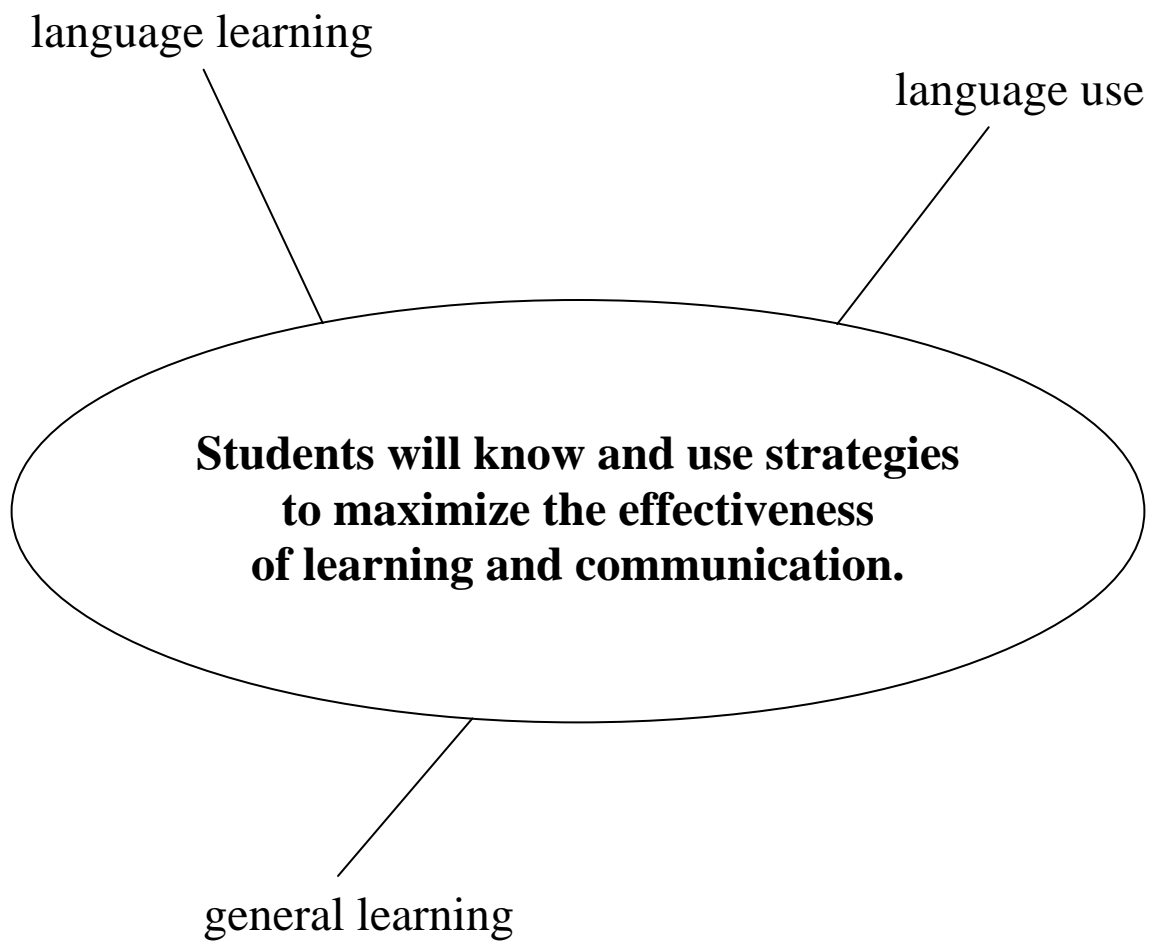## GC–3   personal and career opportunities

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		
GC–3.1 German language and culture	a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest	a. identify some careers that use knowledge of German	a. explore personal reasons for learning German
GC–3.2 cultural and linguistic diversity	a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest	a. identify some careers that use knowledge of international languages and cultures, and intercultural skills	a. explore personal reasons for learning additional languages and experiencing other cultures

Global Citizenship

Strategies

language learning

language use

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

general learning

STRATEGIES

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

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

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

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

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive
- listen attentively
- perform actions to match the 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 meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of German
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of German and your 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 German or in your own language
- find information, using reference materials such as dictionaries, textbooks, grammars and technological aids
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive
- check copied writing for accuracy
- make choices about how you 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, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify factors that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment

- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive
- ask for clarification or repetition when you do not understand; e.g., *Was meinst du damit?*, *Kannst du das bitte wiederholen?*
- use words from your first language to get 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 German
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- indicate lack of understanding verbally or nonverbally; e.g., *Wie bitte?*, *Entschuldigung?, Das habe ich nicht verstanden,* raised eyebrows, blank look
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a 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 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, hesitation devices and gambits 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 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 ...*
- express approval or positive feedback; e.g., *Ich finde das gut*.

Interpretive
- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you 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 meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text

- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive
- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are 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 your 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: prewriting (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 your own text
- revise and correct final versions of texts
- 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

Strategies

General Learning Strategies

Cognitive
- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- 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 to assist with 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, and identify and justify the evidence on which these 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 Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive
- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you 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 your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log

- develop criteria for evaluating your work
- discuss strategies with others to monitor your learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective
- watch others' actions and copy them
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- 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 feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter, listening to instrumental music
- use social interaction skills to enhance group learning activities

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		
S–1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning
S–1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning
S–1.3 social/affective	a. identify and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning

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See pages 30 and 31 for a sample list of language learning strategies.

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2   language use

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		
S–2.1 interactive	a. identify and use a variety of interactive strategies	a. select and use a variety of interactive strategies	a. select and use a variety of interactive strategies
S–2.2 interpretive	a. identify and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies
S–2.3 productive	a. identify and use a variety of productive strategies	a. select and use a variety of productive strategies	a. select and use a variety of productive strategies

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General Outcome for Strategies

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

S–3 general learning

	Grade 7 **(Nine-year Program)**	**Grade 8** **(Nine-year Program)**	**Grade 9** **(Nine-year Program)**
	Students will be able to:		
S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning
S–3.3 social/affective	a. identify and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning