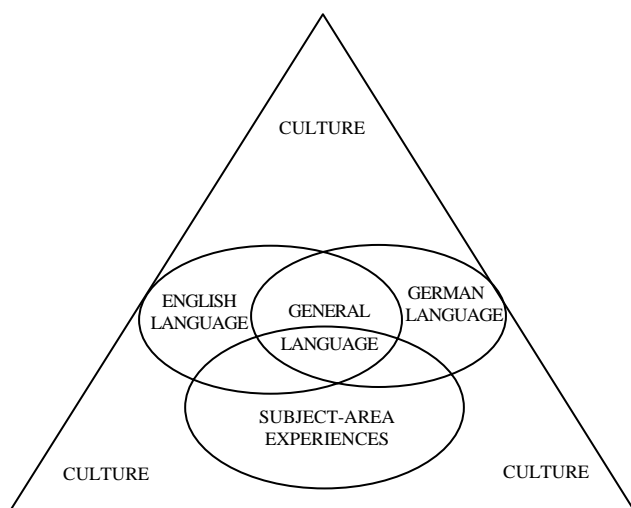# GERMAN LANGUAGE ARTS KINDERGARTEN TO GRADE 9

INTRODUCTION

German language arts is an integral part of German bilingual programming. The German Language Arts Kindergarten to Grade 9 Program of Studies reflects the breadth of German bilingual programming by providing outcomes for learning language and for learning about culture. However, German bilingual programming as a whole includes many other learning experiences of which language and culture are only a part. In addition to German language arts and English language arts, German bilingual programming also includes various other subject-area experiences. The following conceptual map illustrates the relationship among these components.

The achievement of the outcomes in the German Language Arts Kindergarten to Grade 9 Program of Studies is not necessarily the sole responsibility of the German language arts teacher. These outcomes may be achieved through a variety of bilingual programming experiences.

BILINGUAL PROGRAMMING OVERVIEW

Bilingual programming is complex and multifaceted. It provides a rich environment for the learning of languages, cultures and subject-area content. Bilingual education strives to provide intensive language learning environments, with the potential for high academic achievement and enriched cultural experiences that maximize student opportunities for learning.

Effective bilingual learning environments are those where:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning styles is accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language

- use of the specific heritage and international language is emphasized

- quality oral, print, visual and multimedia resources are available and applied in a supportive, meaningful and purposeful manner.

RATIONALE FOR GERMAN BILINGUAL PROGRAMMING AND GERMAN LANGUAGE ARTS

The German language is important in Alberta and the world

German is the mother tongue for 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. The use of German as a major language of business has been increasing in recent years.

Alberta has important linguistic, cultural and heritage links with many regions of the German-speaking world. German bilingual programming builds on these links and opens the door to a broader range of educational, career and leisure opportunities.

German bilingual programming contributes to personal development

German bilingual programming establishes an environment in which both English and German are used and needed constantly for purposes of communication, personal satisfaction and learning. Students have numerous opportunities to learn and use language in meaningful, purposeful ways to meet their needs, interests and abilities. In bilingual programming, the delivery of subject-area content, language instruction and cultural information often occurs concurrently, promoting effective language acquisition.

German language learning is a lifelong endeavour

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

German bilingual language learning fosters cross-language competence

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

German bilingual language learning enhances all communication skills

The development of communication skills is essential in effective bilingual programming. The six skill areas of listening, speaking, reading, writing, viewing and representing contribute to the development of effective communication. These skills are interrelated and interdependent. Facility in one strengthens and supports the others. Proficiency in these language skills involves the development of comprehension and language production. The German Language Arts Kindergarten to Grade 9 Program of Studies is designed to promote the development of language

skills for a variety of purposes, in a wide range of contexts, at increasing levels of fluency.

German bilingual language learning develops through the communicative approach

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

The communicative approach acknowledges the important relationship between accuracy and effective communication, but places slightly less emphasis on accuracy and form.

German bilingual language learning promotes the acquisition of learning strategies

German language acquisition in bilingual programming is effectively supported by providing students with explicit instruction in language learning strategies, language use strategies and general learning strategies. The Specific Language Component of the German Language Arts Kindergarten to Grade 9 Program of Studies provides a variety of learning outcomes at all levels to promote the acquisition of these strategies.

German bilingual programming promotes intracultural and intercultural awareness

Language and culture are intensely intertwined. Language is a primary means by which cultural information is transmitted. Culture influences linguistic form and content. Students in German bilingual programming bring to their programs a wide range of cultural backgrounds and experiences. The German Language Arts Kindergarten to Grade 9 Program of Studies provides opportunities and support for students to explore their own cultural backgrounds, experiences and identities, as well as those of members of the school community, the local community and other communities of the world. The Culture section of this program of studies examines the dynamic nature of culture through the various perspectives of history, diversity and change. It also provides opportunities to explore similarities and differences among and within world cultures.

German bilingual programming develops global citizenship skills

Effective participation in the global marketplace, workplace and society requires strong communication, interpersonal and team skills, and strong knowledge and understanding of cultures. German bilingual programming provides a rich environment for the development of essential knowledge, skills and attitudes that promote the development of effective global citizens and enhance the economic and career potential of students. The German Language Arts Kindergarten to Grade 9 Program of Studies supports the intellectual, social, emotional, creative, linguistic and cultural development of students in German bilingual programming.

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. Student progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular vocabulary expressions, learning strategies or cultural skills and knowledge, for example, are revisited at different points in the German language arts program, 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.

Grade 12

Grade 6
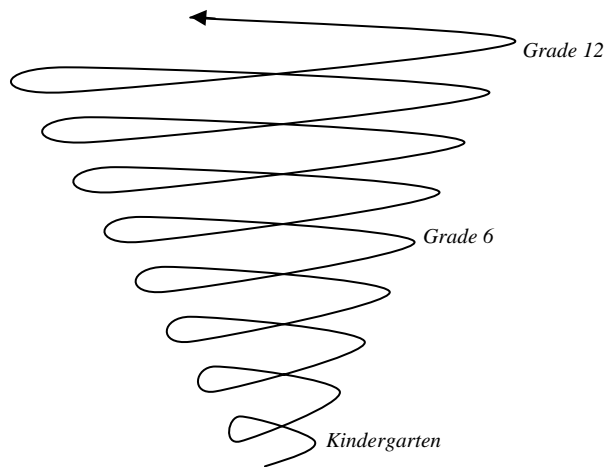
Kindergarten

PURPOSE OF THE PROGRAM OF STUDIES

The German Language Arts Kindergarten to Grade 9 Program of Studies provides a progression of specific outcomes from Kindergarten to Grade 9. Most often, the outcomes reflect a progression of development intended to match the developmental stages of students. The specific outcomes for each grade reflect the knowledge, skills and attitudes that students are expected to achieve by the end of the grade. Students are expected to demonstrate the specific outcomes for the current grade and build upon their prior knowledge and skills from previous grades.

The outcomes presented are designed to represent the progression of knowledge, skills and attitudes expected of students with no prior exposure to German upon entry into Kindergarten. However, students with prior exposure to German can also be challenged within the program.

The general and specific outcomes established in this program of studies are intended to be delivered in an integrated manner.

PROGRAM OVERVIEW

For ease of use, the German Language Arts Kindergarten to Grade 9 Program of Studies is divided into two sections:

- Language Arts
  - General Language Component
  - Specific Language Component
- Culture

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

Language Arts

The Language Arts section of this program of studies reflects an integrated, interdependent approach to language learning within a bilingual programming context. German language arts includes a General Language Component and a Specific Language Component.

The General Language Component parallels *The Common Curriculum Framework for English Language Arts*, *Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998. In this manner, both English language instruction and German language instruction support the development of common language knowledge, skills and attitudes. The general outcomes in the General Language Component, with only minor revisions, mirror those in the English Language Arts Framework, but the specific outcomes have been adapted and refined more extensively for delivery in German.

The Specific Language Component provides the detailed linguistic elements of the German language, descriptors of language competence for each grade, and outcomes to support sociocultural/ sociolinguistic and strategic learning.

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

learned is the language that students will need and be able to apply.

Culture

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

General Outcomes

General outcomes are broad statements that form the basis of this program of studies. Each general outcome outlines the key learnings that each section of the program is designed to support. The general outcomes describe the common goals that all students in the German Language Arts Kindergarten to Grade 9 learning sequence are expected to achieve.

German bilingual programming is designed to promote all-round personal development by fostering social, emotional, moral, intellectual and creative growth. To support this growth and development, the German Language Arts Kindergarten to Grade 9 program is built upon the following seven general outcomes.

Language Arts: General Language Component

General Outcome 1
Students will listen, speak, read, write, view and represent in German to explore thoughts, ideas, feelings and experiences.

General Outcome 2
Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

General Outcome 3
Students will listen, speak, read, write, view and represent in German to manage ideas and information.

General Outcome 4
Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

General Outcome 5
Students will listen, speak, read, write, view and represent in German to celebrate and build community.

Language Arts: Specific Language Component

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

Culture

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

Specific Outcomes

Each general outcome includes specific outcomes that students are to achieve by the end of each grade. Specific outcomes are grouped under cluster headings within each of the seven general outcomes. The specific outcomes are further categorized by strands identified in the left margin. Grade-specific descriptions are then provided for each specific outcome at each grade level. A specific strand supporting a general outcome is developed over three consecutive pages, according to the main grade divisions: Kindergarten to Grade 3, Grade 4 to Grade 6, and Grade 7 to Grade 9.

It is strongly recommended when addressing any specific outcome in this program of studies that the specific outcomes prior to and following the given outcome and grade level be consulted for a clearer understanding as to context and intended developmental sequence. Similarly, any given specific outcome must be understood with reference to the strand and general outcome categories.

Guide to Reading the Program of Studies

General Outcome 4

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

cluster heading for specific outcomes

4.1 *Generate and Focus*

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
generate ideas	1. experiment with various ways to generate ideas and focus a topic	1. consider form and audience when generating ideas and focusing a topic	1. use a variety of techniques to generate and select ideas for oral, print and visual texts
choose text forms	2. select and compose, using specific forms that serve various audiences and purposes	2. compose, using specific forms to match content, audience and purpose	2. compose, using specific forms to match content, audience and purpose
organize ideas	3. identify and use appropriate organizational patterns in their own oral, print and visual texts	3. identify and use a variety of organizational patterns in their own oral, print and visual texts, and compose effective introductions and conclusions	3. identify and use a variety of organizational patterns in their own oral, print and visual texts, and use effective transitions

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

strand headings for specific outcomes

specific outcome statements for each grade

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

LANGUAGE ARTS

General Language Component

The General Language Component has been structured and developed similarly to *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998, but it has been adapted for delivery in German. The General Language Component provides the context and purpose for the development and use of the German language.

The commonalities with the English Language Arts Framework facilitate an integrated, contextualized approach to language learning. They also establish essential language learnings that are common to both English and German language programming, supporting and promoting a collaborative and integrated approach to language instruction.

The specific outcomes established for each grade level reflect achievement expectations to be demonstrated in German.

General Outcomes

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

General Outcome 1
Students will listen, speak, read, write, view and represent in German to explore thoughts, ideas, feelings and experiences.

General Outcome 2
Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

General Outcome 3
Students will listen, speak, read, write, view and represent in German to manage ideas and information.

General Outcome 4
Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

General Outcome 5
Students will listen, speak, read, write, view and represent in German to celebrate and build community.

General Outcome 1

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

1.1 *Discover and Explore*

	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
	Students will be able to:			
express ideas	1. respond to a range of experiences	1. express personal experiences and familiar events	1. make personal observations and talk about them	1. describe personal observations, experiences and feelings
consider others' ideas	2. participate in a range of experiences, and represent these experiences	2. listen to and acknowledge experiences and feelings shared by others	2. ask for others' ideas and observations to help discover and explore personal understanding	2. consider others' ideas and observations to discover and explore personal understanding
experiment with language	3. use a variety of forms to explore and express familiar events, ideas and information	3. use a variety of forms to explore and express familiar events, ideas and information	3. use a variety of forms to organize and give meaning to familiar experiences, ideas and information	3. experiment with language to express feelings, and talk about experiences and events
express preferences	4. demonstrate enjoyment of an oral, print, visual or multimedia text	4. express preferences for a variety of oral, print, visual and multimedia texts	4. explain why an oral, print, visual or multimedia text is a personal favourite	4. collect and share favourite oral, print, visual and multimedia texts
set goals	5. participate in teacher-led group activities; and demonstrate reading, writing and representing behaviours	5. participate in reading, writing and representing activities	5. choose to speak, read, write and represent in German	5. develop a sense of self as a German speaker, reader, writer and representer

General Outcome 1
Students will listen, speak, read, write, view and represent in German to explore thoughts, ideas, feelings and experiences.

1.1 *Discover and Explore*

	Grade 4	**Grade 5**	**Grade 6**
	Students will be able to:		
express ideas	1. describe and reflect upon personal observations and experiences	1. use personal experiences as a basis for exploring and expressing opinions and understanding	1. use exploratory language to discover their own interpretations, and share personal responses
consider others' ideas	2. explore connections among a variety of insights, ideas and responses	2. seek others' viewpoints to build on personal responses and understanding	2. select from others' ideas and observations to develop thinking and understanding
experiment with language	3. explore and experiment with a variety of forms of expression for particular personal purposes	3. explore and experiment with a variety of forms of expression for particular personal purposes	3. explore and experiment with a variety of forms of expression for particular personal purposes
express preferences	4. collect and explain preferences for particular forms of oral, print, visual and multimedia texts	4. review a collection of favourite oral, print, visual and multimedia texts, and share responses to preferred forms	4. assess a collection of favourite oral, print, visual and multimedia texts, and discuss preferences for particular forms
set goals	5. identify areas of personal accomplishment in language learning and use	5. identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use	5. assess personal language use, and set personal goals to enhance language learning and use

1.1 *Discover and Explore*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
express ideas	1. use exploratory language to discuss and record a variety of opinions and conclusions	1. explore diverse ideas to develop conclusions, opinions and understanding	1. question and reflect on personal responses and interpretations, and apply personal viewpoints to diverse situations or circumstances
consider others' ideas	2. compare their own insights and viewpoints to those of others	2. integrate new understanding with previous viewpoints and interpretations	2. acknowledge the value of ideas and opinions of others in exploring and extending personal interpretations and viewpoints
experiment with language	3. expand self-expression in oral, print and visual forms	3. expand self-expression in oral, print and visual forms	3. expand self-expression in oral, print and visual forms
express preferences	4. explore oral, print, visual and multimedia texts recommended by peers	4. explore oral, print, visual and multimedia texts recommended by peers	4. explore a variety of oral, print, visual and multimedia texts other than those of personal preference
set goals	5. assess personal language use, and revise personal goals to enhance language learning and use	5. use appropriate terminology to discuss developing abilities in personal language learning and use	5. self-monitor growth in language learning and use, using predetermined criteria

General Outcome 1

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

1.2 *Clarify and Extend*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
develop understanding	1. recognize connections between new experiences and prior knowledge	1. connect new experiences and information with prior knowledge	1. connect new information, ideas and experiences with prior knowledge and experiences	1. examine how new experiences, ideas and information connect to prior knowledge and experiences
explain opinions	2. explore new experiences and ideas	2. describe new experiences and ideas	2. explain new experiences and understanding	2. explain understanding of new concepts
combine ideas	3. group ideas and information to make sense	3. group and sort ideas and information to make sense	3. arrange ideas and information to make sense	3. arrange ideas and information in more than one way to make sense for themselves and others
extend understanding	4. wonder about new ideas and observations	4. demonstrate curiosity about ideas and observations to make sense of experiences	4. ask basic questions to make sense of experiences	4. reflect on ideas and experiences to clarify and extend understanding

General Outcome 1

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

1.2 *Clarify and Extend*

	Grade 4	**Grade 5**	**Grade 6**
	Students will be able to:		
develop understanding	1. connect new information and experiences with prior knowledge to construct meaning in different contexts	1. reflect on prior knowledge and experiences to arrive at new understanding	1. use prior knowledge and experiences selectively to make sense of new information in a variety of contexts
explain opinions	2. express new concepts and understanding in their own words	2. explain personal viewpoints	2. explain and support personal viewpoints, and revise previous understanding
combine ideas	3. organize ideas and information in ways that clarify and shape understanding	3. experiment with arranging ideas and information in a variety of ways to clarify understanding	3. search for ways to reorganize ideas and information to extend understanding
extend understanding	4. ask basic questions to clarify information and develop new understanding	4. ask questions to clarify information and develop new understanding	4. ask a variety of questions to clarify information and develop new understanding

1.2 *Clarify and Extend*

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
develop understanding	1. recognize the value of connecting prior and new knowledge and experiences to shape and extend understanding	1. understand the importance of reflecting on prior knowledge and experiences to revise conclusions and understanding	1. reflect on new understanding in relation to prior knowledge, and identify gaps in personal knowledge
explain opinions	2. summarize and represent personal viewpoints in meaningful ways	2. articulate, represent and explain personal viewpoints clearly	2. review and refine personal viewpoints through reflection, feedback and self-assessment
combine ideas	3. search for ways to reorganize ideas and information to extend understanding	3. identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding	3. structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding
extend understanding	4. ask specific and focused questions for elaboration and clarification, and discuss experiences and understanding	4. ask specific and focused questions, reconsider initial understanding in light of new information, listen to diverse opinions, and recognize ambiguity	4. consider diverse opinions, and assess whether new information clarifies understanding

2.1 *Use Strategies and Cues*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
prior knowledge	1. make connections between oral language, texts and personal experiences	1. make connections between texts, prior knowledge and personal experiences	1. make connections between texts, prior knowledge and personal experiences	1. make connections between texts, prior knowledge and personal experiences
comprehension strategies	2. recognize and anticipate meaning from familiar print, symbols and images in context	2. anticipate meaning, and revise understanding based on further information	2. anticipate meaning, recognize relationships and draw conclusions; and use a variety of strategies to confirm understanding	2. set a purpose for listening, reading and viewing; make and confirm predictions, inferences and conclusions; and reread to check meaning
textual cues	3. recognize environmental print, symbols and images in context; and recognize their own name and personally familiar words	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning
cueing systems	4. recognize that text is organized in specific patterns and that text symbols represent sounds, words or ideas	4. use syntactic, semantic and graphophonic cues to construct and confirm meaning	4. use syntactic, semantic and graphophonic cues to construct and confirm word meaning in context	4. use syntactic, semantic and graphophonic cues to construct and confirm word meaning in context

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General Outcome 2
Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

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2.1 *Use Strategies and Cues*

	Grade 4	**Grade 5**	**Grade 6**
	Students will be able to:		
prior knowledge	1. make and record connections between personal experiences, prior knowledge and a variety of texts	1. make and record connections between personal experiences, prior knowledge and a variety of texts	1. make and record connections between personal experiences, prior knowledge and a variety of texts
comprehension strategies	2. confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading	2. use a variety of comprehension strategies to confirm understanding and self-correct	2. use comprehension strategies appropriate to the type of text and purpose
textual cues	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning
cueing systems	4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context	4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context	4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context

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General Outcome 2

Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

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2.1 *Use Strategies and Cues*

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
prior knowledge	1. make connections between previous experiences, prior knowledge and textual material	1. make connections between previous experiences, prior knowledge and textual material and apply them to new contexts	1. analyze and explain connections between previous experiences, prior knowledge and textual material
comprehension strategies	2. use comprehension strategies appropriate to the type of text and purpose, and use a variety of strategies to remember ideas	2. use a variety of comprehension strategies to make sense of familiar and unfamiliar texts and remember ideas	2. use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages
textual cues	3. use textual cues to construct and confirm meaning and interpret texts	3. use textual cues to construct and confirm meaning and interpret texts	3. use textual cues to construct and confirm meaning and interpret texts
cueing systems	4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts	4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts	4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts

General Outcome 2
Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 *Respond to Texts*

	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
Students will be able to:				
experience various texts	1. participate in shared listening, reading and viewing experiences using texts from a variety of genres and cultural traditions	1. participate in shared listening, reading and viewing experiences using texts from a variety of genres and cultural traditions	1. participate in shared listening, reading and viewing experiences using texts from a variety of genres and cultural traditions	1. participate in listening, reading and viewing experiences using texts from a variety of genres and cultural traditions
connect self, texts and culture	2. share personal experiences related to oral, print, visual and multimedia texts; and talk about and represent the actions of people in texts	2. share personal experiences related to oral, print, visual and multimedia texts; and identify characters' choices and the resulting consequences	2. discuss the experiences and traditions of various communities and cultures portrayed in oral, print, visual and multimedia texts	2. describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts
appreciate the artistry of texts	3. share feelings evoked by oral, print, visual and multimedia texts	3. share feelings and moods evoked by oral, print, visual and multimedia texts	3. identify and express the feelings of people in oral, print, visual and multimedia texts	3. identify words that form mental images and create mood in oral, print, visual and multimedia texts

2.2   Respond to Texts

	Grade 4	**Grade 5**	**Grade 6**
	Students will be able to:		
experience various texts	1. experience texts from a variety of genres and cultural traditions	1. experience texts from a variety of genres and cultural traditions, and share responses	1. seek opportunities to experience texts from a variety of genres and cultural traditions, and explain preferences for particular types of oral, print, visual and multimedia texts
connect self, texts and culture	2. identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts	2. identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts	2. compare the challenges and situations encountered in their own daily lives with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts
appreciate the artistry of texts	3. identify mood evoked by oral, print, visual and multimedia texts	3. identify descriptive and figurative language in oral, print, visual and multimedia texts	3. identify descriptive and figurative language in oral, print, visual and multimedia texts, and discuss how it enhances understanding of people, places and actions

General Outcome 2
Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 *Respond to Texts*

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
experience various texts	1. experience texts from a variety of genres and cultural traditions, and discuss preferences	1. experience texts from a variety of genres and cultural traditions, and compare their interests with those of others	1. experience texts from a variety of genres and cultural traditions, and explain interpretations of the texts
connect self, texts and culture	2. compare their own understanding of people, cultural traditions and values portrayed in oral, print, visual and multimedia texts to that of others	2. discuss how similar ideas, people, experiences and traditions are conveyed in various oral, print, visual and multimedia texts	2. examine how personal experiences, community traditions and Canadian perspectives are presented in oral, print, visual and multimedia texts
appreciate the artistry of texts	3. identify descriptive and figurative language in oral, print, visual and multimedia texts, and discuss how it enhances understanding of people, places, actions and events	3. identify language and visual images that create mood and evoke emotion in oral, print, visual and multimedia texts	3. identify and describe techniques used to create mood in oral, print, visual and multimedia texts

General Outcome 2

Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 *Understand Forms and Techniques*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
forms and genres	1. distinguish between what is realistic and imaginary in oral, print, visual and multimedia forms and texts	1. recognize different oral, print, visual and multimedia forms and texts	1. recognize that information and ideas can be expressed in a variety of forms and texts	1. recognize the distinguishing features of a variety of forms and texts
techniques and elements	2. develop a sense of story through listening, reading and viewing experiences	2. identify the beginning, middle and end of oral, print, visual and multimedia texts	2. represent the beginning, middle and end of oral, print, visual and multimedia texts	2. identify the sequence of events in oral, print, visual and multimedia texts; the time and place in which they occur; and the roles of main characters
vocabulary	3. demonstrate curiosity about and experiment with sounds, letters, words and word patterns	3. experiment with parts of words, word combinations and word patterns	3. explore commonalities in word families to increase vocabulary	3. use knowledge of commonalities in word families to increase vocabulary in a variety of contexts
experiment with language	4. appreciate the sounds and rhythms of language	4. appreciate repetition, rhyme and rhythm in shared language experiences	4. demonstrate interest in the sounds of words, word combinations and phrases	4. identify examples of repeated sounds and poetic effects that contribute to enjoyment, and recognize humour in oral, print, visual and multimedia texts
create original texts	5. create original texts	5. create basic texts to communicate and demonstrate understanding of basic forms	5. create basic texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques

2.3 *Understand Forms and Techniques*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
forms and genres	1. distinguish similarities and differences among various oral, print, visual and multimedia forms and texts	1. understand and use a variety of oral, print, visual and multimedia forms and texts	1. recognize key characteristics of various genres, such as myths, short novels, poetry, drawings and prints
techniques and elements	2. explain connections between events and roles of main characters in oral, print, visual and multimedia texts, and identify how these connections may influence people's behaviours	2. identify key elements, including plot, setting and characterization, and techniques, such as colour, music and speed, in oral, print, visual and multimedia texts	2. examine key elements and techniques in oral, print, visual and multimedia texts
vocabulary	3. build knowledge of words and word relationships, using a variety of sources	3. expand knowledge of words and word relationships, using a variety of sources	3. identify how and why word structures and meaning change
experiment with language	4. recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning, and recognize that exaggeration can be used to convey humour	4. recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning, and identify ways in which exaggeration is used to convey humour	4. experiment with words and sentence patterns for a variety of purposes
create original texts	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques

General Outcome 2
Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
forms and genres	1. identify preferences for particular oral, print, visual and multimedia forms and genres	1. demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience and content	1. explain preferences for particular oral, print, visual and multimedia forms and genres
techniques and elements	2. examine techniques of plot development in oral, print, visual and multimedia texts, and explore their impact	2. examine techniques of plot development in oral, print, visual and multimedia texts, and examine how they interact to create effect	2. examine techniques of plot development and persuasion in oral, print, visual and multimedia texts
vocabulary	3. explore factors, such as history, social trends and geographic isolation, that influence word families and the evolution of language	3. appreciate variations in language, accent and dialect in communities, regions and countries, and recognize the derivation and use of words, phrases and jargon	3. recognize uses and abuses of slang, colloquialism and jargon
experiment with language	4. identify creative uses of language in oral, print, visual and multimedia texts	4. identify creative uses of language in popular culture, and explain how imagery and figures of speech create tone and mood in texts	4. examine creative uses of language in popular culture, and recognize how figurative language and techniques create a dominant impression, mood, tone and style
create original texts	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques

General Outcome 3

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

3.1 *Plan and Focus*

	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
	Students will be able to:			
use personal knowledge	1. demonstrate personal knowledge of a topic	1. contribute personal knowledge of a topic to gather information	1. record and share personal knowledge of a topic to identify information needs	1. identify and categorize personal knowledge of a topic to determine information needs
ask questions	2. ask commonly used questions to satisfy personal curiosity and information needs in the classroom context	2. ask basic questions to satisfy personal curiosity and information needs	2. ask questions to understand a topic and identify information needs	2. ask topic-appropriate questions, and identify and communicate information needs
participate in group inquiry	3. ask and answer commonly used questions to help satisfy group curiosity and information needs in the classroom context	3. ask and answer basic questions to help satisfy group curiosity and information needs on a topic	3. contribute relevant information and questions to assist in group understanding of a topic or task	3. contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task
create and follow a plan	4. listen to and follow simple directions in the classroom context	4. listen actively and follow directions for gathering information and ideas	4. recall and follow directions for accessing and gathering information	4. recall and follow a sequential plan for accessing and gathering information

3.1 *Plan and Focus*

	Grade 4	**Grade 5**	**Grade 6**
	Students will be able to:		
use personal knowledge	1. categorize personal knowledge of a topic to determine information needs	1. summarize personal knowledge of a topic in categories to determine information needs	1. summarize and focus personal knowledge of a topic to determine information needs
ask questions	2. ask general and specific questions on topics using predetermined categories	2. formulate general and specific questions to identify information needs	2. formulate relevant questions to focus information needs
participate in group inquiry	3. identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research	3. share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research	3. contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research
create and follow a plan	4. select and use a plan for gathering information	4. gather and record information and ideas using a plan	4. create and follow a plan to collect and record information

General Outcome 3

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

3.1 *Plan and Focus*

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
use personal knowledge	1. examine personal knowledge of and experiences related to a topic to determine information needs	1. determine personal knowledge of a topic to generate possible areas of inquiry or research	1. determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research
ask questions	2. formulate, with guidance, a variety of relevant questions on a topic to establish a purpose for seeking information	2. formulate, independently, relevant main and subordinate questions on a topic to establish a purpose for gathering information	2. develop a variety of focused questions to establish a purpose for gathering information
participate in group inquiry	3. contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research	3. contribute ideas, knowledge and questions to help establish group inquiry or research focuses and purposes	3. contribute ideas, knowledge and strategies to help identify group information needs and sources
create and follow a plan	4. prepare and use a plan to access information and ideas from a variety of sources, such as teachers, peers, print and nonprint materials, and electronic sources	4. prepare and use a plan to access, gather and record relevant information in own words from a variety of human, print and electronic sources	4. prepare and use a plan to access, gather and evaluate information and ideas from a variety of human, print and electronic sources

General Outcome 3

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

3.2 Select and Process

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
identify personal and peer knowledge	1. identify themselves and others as sources of information	1. identify and share basic personal knowledge related to experiences	1. participate in group discussion to generate information on a topic and to identify sources of additional information	1. record and share personal knowledge of a topic
identify sources	2. seek information from others in the classroom context	2. seek information from a variety of sources	2. answer questions, using oral, print, visual and multimedia information sources	2. access information, using a variety of sources
evaluate sources	3. recognize when information answers the questions asked	3. recognize when information answers the questions asked	3. compare gathered ideas and information to personal knowledge	3. match information to inquiry or research needs
access information	4. use visual and auditory cues to understand ideas and information	4. use visual and auditory cues to make meaning, and understand that library materials have a specific organizational system	4. use visual and auditory cues to make meaning, use the specific library organizational system to locate information and ideas, and use titles to locate information	4. use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas
make sense of information	5. use prior knowledge to make sense of information	5. make and check predictions, using prior knowledge and oral, print, visual and multimedia text features, to understand information	5. make connections between prior knowledge, ideas and information and oral, print, visual and multimedia text features	5. determine main ideas in information using prior knowledge, predictions, connections and inferences

General Outcome 3

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

3.2 *Select and Process*

	Grade 4	Grade 5	Grade 6
Students will be able to:			
identify personal and peer knowledge	1. record, select and share personal knowledge of a topic to focus inquiry or research	1. record, select and share personal knowledge of a topic to focus inquiry or research	1. record personal knowledge of a topic and collaborate to generate information for inquiry or research
identify sources	2. answer inquiry or research questions, using a variety of information sources	2. answer inquiry or research questions, using a variety of information sources	2. answer inquiry or research questions, using a variety of information sources
evaluate sources	3. review information to determine its usefulness to inquiry or research needs	3. review information to determine its usefulness to inquiry or research needs	3. review information to determine its usefulness to inquiry or research needs
access information	4. use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas	4. use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information	4. use a variety of tools to access information and ideas, and use visual and auditory cues to gather important information
make sense of information	5. determine main and supporting ideas using prior knowledge, predictions, connections, inferences and visual and auditory cues	5. recognize organizational patterns of oral, print, visual and multimedia text	5. use organizational patterns of oral, print, visual and multimedia text to construct meaning
		6. skim, scan and listen for key words and phrases	6. skim, scan and read closely to gather information

General Outcome 3
Students will listen, speak, read, write, view and represent in German to manage ideas and information.

3.2   *Select and Process*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
identify personal and peer knowledge	1. select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research	1. access, record and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research	1. access, record and appraise personal and peer knowledge of a topic, and evaluate it for breadth and depth to establish an information base for inquiry or research
identify sources	2. extend inquiry and research questions using a variety of information sources	2. distinguish between fact and opinion when inquiring or researching using a variety of information sources	2. obtain information and varied perspectives when inquiring or researching using a variety of information sources
evaluate sources	3. use pre-established criteria to evaluate the currency, usefulness and reliability of information sources in answering inquiry or research questions	3. develop and use criteria for evaluating information sources for a particular inquiry or research plan	3. evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan
access information	4. expand and use a repertoire of skills, including visual and auditory, to access information and ideas from a variety of sources	4. recall, expand and use a variety of skills, including visual and auditory, to access information and ideas from a variety of sources	4. expand and use a variety of skills, including visual and auditory, to access information and ideas from a variety of sources
make sense of information	5. determine literal and implied meaning of oral, print, visual and multimedia texts using a variety of strategies and cues	5. determine literal and implied meaning of oral, print, visual and multimedia texts, and adjust the rate of reading or viewing according to purpose, topic, density of information and organizational patterns of text	5. identify a variety of factors, such as organizational patterns of text, page layouts, font styles, colour, voice-over and camera angle, that affect meaning; scan to locate specific information quickly; and summarize, report and record main ideas of extended oral, print, visual and multimedia texts

General Outcome 3

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

3.3 *Organize, Record and Assess*

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

General Outcome 3
Students will listen, speak, read, write, view and represent in German to manage ideas and information.

3.3 *Organize, Record and Assess*

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

General Outcome 3
Students will listen, speak, read, write, view and represent in German to manage ideas and information.

3.3 *Organize, Record and Assess*

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
organize information	1. organize information and ideas in order of priority according to topic and task requirements	1. organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose	1. organize information and ideas by developing and selecting appropriate categories and organizational structures
record information	2. make notes in point form, summarizing major ideas and supporting details, and reference sources	2. make notes, using headings and subheadings or graphic organizers appropriate to a topic, and reference sources	2. summarize and record information in a variety of forms in their own words, paraphrasing and/or quoting relevant facts and opinions, and reference sources
evaluate information	3. recognize gaps in the information gathered, and locate any additional information needed for a particular form, audience and purpose	3. assess the appropriateness of the amount and quality of information collected, and recognize and address information gaps for particular forms, audiences and purposes	3. distinguish between main and supporting information to evaluate usefulness, relevance and completeness, and address information gaps for particular forms, audiences and purposes
develop new understanding	4. assess knowledge gained through the inquiry or research process, form personal conclusions and generate new questions for further inquiry or research	4. organize new information, connect it to prior knowledge, and reflect on the impact of new information on the inquiry or research process	4. reflect on new knowledge and its value to themselves, and determine personal inquiry and research strengths and learning goals

General Outcome 4

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

4.1 *Generate and Focus*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
generate ideas	1. share or demonstrate ideas from personal experiences	1. contribute ideas from personal experiences for oral, print and visual texts	1. generate and contribute ideas on particular topics for oral, print and visual texts	1. generate and contribute ideas on particular topics for oral, print and visual texts
choose text forms	2. participate in shared oral, print, visual and multimedia experiences	2. share ideas and experiences using simple text forms in the classroom context	2. share ideas and experiences using various text forms for particular audiences	2. use a variety of text forms for particular audiences and purposes
organize ideas	3. recognize that ideas expressed in oral language can be represented and recorded	3. organize visuals and familiar print to express ideas and tell stories	3. organize visuals and print to express ideas and tell stories with a beginning, middle and end	3. order ideas to create a beginning, middle and end in their own oral, print and visual texts

General Outcome 4
Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.1 *Generate and Focus*

	Grade 4	**Grade 5**	**Grade 6**
	Students will be able to:		
generate ideas	1. generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies	1. focus a topic for oral, print and visual texts, using a variety of strategies	1. focus a topic for oral, print and visual texts, using a variety of strategies
choose text forms	2. use a variety of text forms for particular audiences and purposes	2. use a variety of text forms for particular audiences and purposes	2. use a variety of text forms for particular audiences and purposes
organize ideas	3. develop and arrange ideas in their own oral, print and visual texts, using organizers	3. develop and arrange ideas in their own oral, print and visual texts, using a variety of organizers	3. use listening, reading and viewing experiences as models for organizing ideas in their own oral, print and visual texts

General Outcome 4

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

4.1 *Generate and Focus*

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
generate ideas	1. experiment with various ways to generate ideas and focus a topic	1. consider form and audience when generating ideas and focusing a topic	1. use a variety of techniques to generate and select ideas for oral, print and visual texts
choose text forms	2. select and compose, using specific forms that serve various audiences and purposes	2. compose, using specific forms to match content, audience and purpose	2. compose, using specific forms to match content, audience and purpose
organize ideas	3. identify and use appropriate organizational patterns in their own oral, print and visual texts	3. identify and use a variety of organizational patterns in their own oral, print and visual texts, and compose effective introductions and conclusions	3. identify and use a variety of organizational patterns in their own oral, print and visual texts, and use effective transitions

General Outcome 4

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

4.2 *Enhance and Improve*

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

General Outcome 4

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

4.2   *Enhance and Improve*

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

General Outcome 4
Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.2 *Enhance and Improve*

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
appraise own and others' work	1. share their own work in a variety of ways, and appraise particular aspects of their own work and that of others using pre-established criteria	1. share and discuss particular qualities of samples from their own collection of work, and accept and provide constructive suggestions for revising their own work and that of others	1. share their own work in a variety of ways; appraise their own work and that of others using appropriate criteria; and suggest revisions to their own work and that of others, using a variety of strategies
revise content	2. revise to create effective sentences that convey content clearly	2. revise to enhance meaning and effect according to audience and purpose	2. review a previous draft and revise to refine communication
enhance legibility	3. determine the appropriateness of handwriting or word processing for a particular task when composing and revising, and combine print and visuals when desktop publishing	3. format for legibility and emphasis when composing and revising, and enhance the coherence of documents using electronic editing functions	3. format for legibility and use word processing effectively and efficiently when composing and revising, and use electronic design elements to combine print and visuals
enhance artistry	4. select words to enhance clarity and artistry, and use varied sentence lengths and structures	4. select appropriate words and sentence patterns during revision to enhance clarity and artistry	4. identify figures of speech, and select appropriate words and sentence patterns during revision to enhance clarity and artistry
enhance presentation	5. prepare compositions, reports and inquiry or research projects using a variety of text organizers	5. prepare compositions, reports, presentations and inquiry or research projects using a variety of text organizers	5. prepare compositions, presentations, reports, essays and inquiry or research projects with adequate detail and effective organization for audience understanding

General Outcome 4
Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.3 *Attend to Conventions*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
grammar and usage	1. check for completeness of work, with guidance	1. check for completeness of work and add details, with guidance	1. check for completeness of work and add details	1. edit for complete sentences
spelling	2. connect sounds with letters	2. spell familiar words	2. spell familiar words, using basic strategies and resources, and know spelling conventions	2. spell familiar words, using a variety of strategies and resources, and know spelling conventions
capitalization and punctuation	3. recognize some basic writing conventions	3. know and use basic writing conventions	3. know and use basic writing conventions when editing and proofreading	3. know and use basic writing conventions when editing and proofreading

General Outcome 4
Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.3 *Attend to Conventions*

	Grade 4	**Grade 5**	**Grade 6**
	Students will be able to:		
grammar and usage	1. edit for complete sentences and to eliminate unnecessary repetition of words	1. edit to eliminate sentence fragments and run-on sentences	1. edit to eliminate sentence fragments and run-on sentences
spelling	2. know spelling conventions, and use a variety of strategies, resources and spelling patterns when editing and proofreading	2. understand and know spelling conventions; use a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness	2. know and apply spelling conventions, use appropriate strategies and patterns when editing and proofreading, and use a variety of resources to determine the spelling of common exceptions
capitalization and punctuation	3. know and use writing conventions when editing and proofreading	3. know and use writing conventions, and apply these conventions when editing and proofreading	3. know and apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading

4.3 *Attend to Conventions*

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
grammar and usage	1. edit for basic grammatical accuracy	1. edit for basic grammatical accuracy and to eliminate unnecessary repetition of words and ideas	1. edit for basic grammatical accuracy, sentence variety, word choice and style appropriate to audience and purpose
spelling	2. know spelling conventions and apply them to familiar words, and use appropriate resources when editing and proofreading	2. know spelling conventions and apply them to familiar and unfamiliar words, and use appropriate resources when editing and proofreading	2. know and apply a repertoire of spelling conventions when editing and proofreading
capitalization and punctuation	3. know and apply writing conventions in simple, compound and complex sentences when editing and proofreading	3. know and apply writing conventions consistently in a variety of sentence structures and written forms when editing and proofreading	3. know and apply writing conventions, such as dialogues and quotations, when editing and proofreading

General Outcome 4

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

4.4 *Present and Share*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
share ideas and information	1. use illustrations and other materials to share information and ideas	1. share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid presentation	1. share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions	1. share information and ideas on a topic with a familiar audience, and clarify information by responding to questions
effective oral and visual communication	2. express and represent ideas through various text forms	2. share information and ideas with a group	2. present information and ideas using appropriate volume, intonation and nonverbal cues	2. present information and ideas using appropriate volume, intonation and nonverbal cues
attentive listening and viewing	3. demonstrate active listening and viewing behaviours	3. demonstrate active listening and viewing behaviours	3. demonstrate appropriate audience behaviours	3. demonstrate appropriate audience behaviours

General Outcome 4
Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.4 *Present and Share*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
share ideas and information	1. present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation	1. prepare and share information on a topic using print and nonprint aids to engage and inform a familiar audience	1. prepare and share information on a topic using print, audiovisual and dramatic forms to engage the audience
effective oral and visual communication	2. describe and explain information and ideas to a particular audience, and select and use appropriate volume, intonation and nonverbal cues	2. use gestures and facial expression to enhance oral presentations, use emphasis and appropriate pacing, and arrange the presentation space to focus audience attention	2. use appropriate volume, phrasing, intonation, presentation space and nonverbal cues, such as body language and facial expression, to enhance communication
attentive listening and viewing	3. demonstrate appropriate audience behaviours	3. show respect for presenters through active listening and viewing behaviours	3. demonstrate critical listening and viewing behaviours, and show respect for presenters

General Outcome 4
Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.4 *Present and Share*

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
share ideas and information	1. facilitate small group activities and short, whole class sessions to share information on a topic, using pre-established active learning strategies such as role-plays, language games and simulations	1. plan and facilitate small group activities and short, whole class sessions to share information on a topic, using a variety of engaging methods such as mini-lessons, role-plays and visual aids	1. plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic
effective oral and visual communication	2. make short oral presentations and reports, using verbal and nonverbal cues such as diction, pacing and gestures to focus audience attention	2. explain and present, orally, using conventions of public speaking in a variety of settings, and use visual aids to enhance the effectiveness of oral presentations	2. choose vocabulary, voice production factors and nonverbal cues to communicate effectively, and use a variety of techniques to enhance the effectiveness of oral presentations
attentive listening and viewing	3. demonstrate critical listening and viewing behaviours, and show respect for presenters	3. demonstrate critical listening and viewing behaviours, and show respect for presenters	3. demonstrate critical listening and viewing behaviours, and show respect for presenters

General Outcome 5
Students will listen, speak, read, write, view and represent in German to celebrate and build community.

5.1 *Develop and Celebrate Community*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
share and compare responses	1. represent and draw stories about themselves and their families	1. tell and draw about themselves and their families	1. tell, draw and write about themselves, their families and their communities	1. record ideas and experiences, and share them with others
relate texts to culture	2. listen actively to stories, and demonstrate curiosity	2. listen to stories from oral, print, visual and multimedia texts from various communities	2. explore similarities among stories from oral, print, visual and multimedia texts from various communities	2. examine ideas within stories from oral, print, visual and multimedia texts from various communities
appreciate diversity	3. connect aspects of stories to personal feelings and experiences	3. connect aspects of stories and characters to personal feelings and experiences	3. connect aspects of stories and characters to personal feelings and experiences	3. connect situations portrayed in oral, print, visual and multimedia texts to personal experiences
celebrate special occasions	4. contribute to group stories using rhymes, rhythms, symbols, pictures and drama to create and celebrate	4. share ideas and experiences through conversation, puppet plays, dramatic scenes and songs	4. participate in shared language experiences to celebrate individual and class achievements	4. acknowledge and celebrate individual and class achievements

General Outcome 5

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

5.1 *Develop and Celebrate Community*

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
share and compare responses	1. understand relationships between their own ideas and experiences and those of others	1. acknowledge differing responses to common experiences	1. compare personal ways of responding and thinking with those of others
relate texts to culture	2. discuss ideas within stories from oral, print, visual and multimedia texts from various communities	2. discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities	2. explore cultural representations in oral, print, visual and multimedia texts from various communities
appreciate diversity	3. connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences	3. connect the experiences of individuals in oral, print, visual and multimedia texts to personal experiences	3. connect the insights, thoughts, feelings and experiences of individuals in oral, print, visual and multimedia texts to personal experiences
celebrate special occasions	4. use language appropriate in tone and form when participating in classroom and school activities	4. select and use language appropriate in tone and form to recognize and honour people and events	4. select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school

General Outcome 5
Students will listen, speak, read, write, view and represent in German to celebrate and build community.

5.1 *Develop and Celebrate Community*

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
share and compare responses	1. demonstrate growing self-confidence when expressing and sharing thoughts, ideas and feelings	1. express personal reactions to a variety of experiences and texts, and acknowledge the reactions of others	1. recognize that differing perspectives and unique reactions enrich understanding
relate texts to culture	2. explain ways in which oral, print, visual and multimedia texts reflect topics and themes in life	2. compare ways in which oral, print, visual and multimedia texts reflect topics and themes in various cultures	2. recognize ways in which oral, print, visual and multimedia texts capture specific elements of a culture or period in history
appreciate diversity	3. interpret the choices and motives of individuals encountered in oral, print, visual and multimedia texts, and examine how they relate to themselves and others	3. compare the choices and behaviours of individuals presented in oral, print, visual and multimedia texts with personal choices, values and behaviours	3. reflect on ways in which the choices and motives of individuals encountered in oral, print, visual and multimedia texts provide insight into their own choices and motives and those of others
celebrate special occasions	4. use appropriate language to participate in traditional events or occasions	4. use appropriate language to participate in traditional events or occasions	4. participate in celebrating special events, and recognize the important and significant influence of language

General Outcome 5

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

5.2 *Encourage, Support and Work with Others*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
cooperate with others	1. participate in group activities	1. work in partnerships and groups	1. cooperate in small groups	1. cooperate in a variety of partnership and group structures
work in groups	2. demonstrate attentiveness in group activities	2. take turns sharing information and ideas	2. take roles and contribute related ideas and information in whole-class and small-group activities	2. take roles, ask others for their ideas, and express interest in their contributions
use language to show respect	3. recognize variations in language use in a school context	3. recognize that individuals adjust language use for different situations	3. adjust own language use for different situations	3. show consideration for those whose ideas, abilities and language use differs from their own
evaluate group process	4. help others and ask others for help	4. find ways to be helpful to others	4. acknowledge achievements of others	4. understand how class members help each other

5.2 *Encourage, Support and Work with Others*

	Grade 4	**Grade 5**	**Grade 6**
	Students will be able to:		
cooperate with others	1. appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly	1. distinguish between on-task and off-task ideas and behaviours in a group, and stay on task	1. assist group members to maintain focus and complete tasks
work in groups	2. take roles and share responsibilities as group members	2. assume responsibilities for various group roles	2. select and assume roles to assist in the achievement of group goals
use language to show respect	3. appreciate variations in language use in a variety of contexts in the immediate community	3. demonstrate sensitivity to appropriate language use when communicating orally	3. demonstrate sensitivity to appropriate language use and tone when communicating orally
evaluate group process	4. show appreciation and offer constructive feedback to peers, and seek support from group members	4. assess group process, using checklists, and determine areas for development	4. assess their own contributions to group process, set personal goals for enhancing work with others, and monitor group process using checklists

5.2 *Encourage, Support and Work with Others*

	Grade 7	Grade 8	Grade 9
cooperate with others	1. contribute to group efforts to reach consensus or conclusions	1. engage in dialogue to understand the feelings and viewpoints of others, and contribute to group harmony	1. recognize the importance of effective communication in working with others
work in groups	2. present group conclusions or findings to classmates	2. plan, organize and participate in presentations of group findings	2. organize and complete tasks cooperatively
use language to show respect	3. respect diverse languages, ideas, texts and traditions, and recognize contributions of themselves, peers and the wider community	3. demonstrate respect for other people's language, history and culture	3. use inclusive language and actions that support people across races, cultures, genders, ages and abilities
evaluate group process	4. evaluate group process and personal contributions according to pre-established criteria	4. evaluate the quality of their own contributions to group process, and set goals and plans for development	4. establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development

Students will be able to:

LANGUAGE ARTS

Specific Language Component

The Specific Language Component provides 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 elements, 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 outcomes to support sociocultural/sociolinguistic competence and strategic learning.

The Specific Language Component is intended to outline the linguistic skills that students will need in order to achieve the outcomes in the General Language Component. The two components are interrelated and are intended to be delivered in an integrated manner.

Strategies in the Specific Language Component are grouped under three cluster headings— language learning strategies, language use strategies and general learning strategies. Each of the strands under these cluster headings 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 in a particular grade. 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
- do actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of German and English
- look for patterns and relationships
- use previously acquired knowledge to facilitate learning tasks
- associate new words or expressions with familiar ones, either in German or in English
- find information using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning, e.g., cassette recorders, computers

- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out 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 related to how you learn best
- rehearse or role-play language
- decide in advance to attend to learning tasks
- reflect on learning tasks with the guidance of the teacher
- plan in advance how to approach language learning tasks
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of tasks
- keep learning logs
- 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 language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of tasks, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own 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 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 tasks
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions that occur in own conversations, and make use of them as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive
- use words from own 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 the second language
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate, e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally, e.g., *Wie bitte?*, *Entschuldigung?*, *Das habe ich nicht verstanden*; raised eyebrows, blank look
- ask for clarification or repetition when you do not understand, e.g., *Was meinst du damit?*, *Kannst du das bitte wiederholen?*
- 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 and hesitation devices to sustain conversations, e.g., *Also…, Was wollte ich sagen…*
- use circumlocution to compensate for lack of vocabulary, e.g., *Das Ding aus dem man trinkt* for *Glas*
- repeat part of what someone has said to confirm mutual understanding, e.g., *Was du also damit sagen willst ist…, Du meinst also, dass…*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding, e.g., *Verstehst du was ich meine?*
- use suitable phrases to intervene in a discussion, e.g., *Da wir gerade dabei sind…*
- self-correct if errors lead to misunderstandings, e.g., *Was ich eigentlich damit sagen will…*

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

Productive
- mimic what the teacher says
- use 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 or rhymes
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping notebooks or logs of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use steps of the writing process: prewriting (gathering ideas, planning the text, researching, 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 own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage

- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive
- classify objects and ideas according to their attributes, e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what 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—verbal, graphic or numerical—to assist in the performance of learning tasks
- 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 World Wide Web, individuals and agencies
- use previously acquired knowledge or skills to assist with new learning tasks

Metacognitive
- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to learning tasks
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep learning journals, such as diaries or logs
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective
- watch others' actions and copy them
- seek help from others
- follow own 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 tasks
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks and take measures to lower it if necessary, e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome

The following general outcome outlines the key learnings that the Specific Language Component is designed to support.

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

General 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*

Students will be able to:

	Kindergarten	Grade 1	Grade 2	Grade 3
sound–symbol system	1. listen to, identify and produce basic sounds of the language, and connect sounds appropriately to all letters, including *ä, ö, ü, ß*	1. identify and produce all German sounds, and connect them to appropriate vowel combinations, consonant blends, diphthongs and digraphs	1. use, in modelled 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 elements	3. (see following pages)	3. (see following pages)	3. (see following pages)	3. (see following pages)
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, print and visual texts	5. use basic German discourse features in oral, print and visual texts

	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
Grammatical Elements	*Students will be able to:*			
	a. use, in modelled situations,[1] the following grammatical elements:..			
	– definite nominative articles of familiar nouns – *sein*, *haben* (1st, 2nd, 3rd person singular, present tense) – *dürfen*, *können* (1st person singular, present tense)	– *sein* & *haben* (1st, 2nd, 3rd person singular and plural, present tense) – *dürfen*, *können*, *müssen* (1st, 2nd, 3rd person singular, present tense) – simple questions using *wer*, *wie*, *was*, *wo*	– plural of nouns – compound nouns – indefinite nominative articles – noun and verb agreement for plural nouns – possessive pronouns *mein* and *dein* – verbs (infinitive and 1st person singular, present tense) – negation (*nicht*, *kein*) – prepositions to define spatial relationships	– possessive pronouns *sein* and *ihr* – verbs (complete conjugation) – *möchten*, *wollen*, *sollen* (1st, 2nd, 3rd person singular, present tense) – *mögen* vs. *möchten*, – inversion for questions (*Hast du . . .?*) and adverbs of time and place (*Heute ist es . . .*) – verb position in subordinate clause (*dass*, *weil*) – comparison of adjectives
	b. use, in structured situations,[2] the following grammatical elements:			
		– definite nominative articles of familiar nouns	– *sein*, *haben*, *dürfen*, *können*, *müssen* (present tense) – simple questions using *wer*, *wie*, *was*, *wo*	– plural of nouns – compound nouns – indefinite nominative articles – possessive pronouns *mein* and *dein* – verbs (infinitive) – *sein* and *haben* (present tense) – negation (*nicht*, *kein*) – noun and verb agreement for plural nouns – prepositions to define spatial relationships

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

6.1 *Linguistic Elements* (continued)

	Kindergarten	Grade 1	Grade 2	Grade 3
Grammatical Elements	*Students will be able to:* c. use, independently and consistently,[3] the following grammatical elements:		− definite nominative articles of familiar nouns	

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

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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.

General 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**
	Students will be able to:		
sound–symbol system	1. use consistently, 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. use consistently and independently, 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 elements	3. (see following pages)	3. (see following pages)	3. (see following pages)
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, print and visual texts, and explore their use for effect	5. use basic German discourse features in oral, print and visual texts, and apply these features for effect	5. use basic German discourse features in oral, print and visual texts, and apply these features independently for effect

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6.1 *Linguistic Elements* (continued)

	Grade 4	Grade 5	Grade 6
Grammatical Elements	*Students will be able to:* a. recognize and use, in modelled situations,[4] the following grammatical elements:		
	– personal pronouns in the accusative and dative – possessive pronouns (*unser*, *euer*, *ihr*) – tense: present perfect (*Perfekt: bin gegangen*, *habe gesehen*) and past tense (*Präteritum: ging*, *sah*) – familiar separable verbs – imperative (singular—*Geh*!, plural—*Geht*!) – sentence structure—subject and accusative object – prepositions with accusative only and dative only	– future tense – formal address (*Gehen Sie…*) – sentence structure—dative object – prepositions with both dative and accusative	– all possessive pronouns in accusative and dative – relative clauses in nominative (*Die Katze, die…*) – adjectival endings
	b. use, in structured situations,[5] the following grammatical elements:		
	– definite and indefinite articles in the accusative – possessive pronouns (*mein*, *dein*, *sein*, *ihr*) – verb position in subordinate clause (*dass*, *weil*) – verbs—complete conjugation including modals in present tense – inversion for questions (*Hast du…?*) and adverbs of time and place (*Heute ist es…*) – comparison of adjectives	– definite and indefinite articles in the accusative – personal pronouns—accusative and dative – possessive pronouns (all) – tense: present perfect (*Perfekt: bin gegangen*, *habe gesehen*) and past tense (*Präteritum: ging, sah*) including modals – familiar separable verbs – imperative (singular—*Geh*!, plural—*Geht*!) – sentence structure—subject and accusative object – verb position in subordinate clause (*dass*, *weil*, *als*) – inversion for questions (*Hast du. …?*) and adverbs of time and place (*Heute ist es…*) – prepositions with accusative only and dative only – comparison of adjectives	– personal pronouns (accusative and dative) – familiar separable verbs – verb conjugation including modals in present, perfect and past tenses – future tense – imperative (singular, plural and formal) – formal address – sentence structure (subject, accusative object and dative object) – prepositions with dative and accusative

(continued)

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4. 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.
5. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 *Linguistic Elements* (continued)

Grade 4	Grade 5	Grade 6
Students will be able to: c. use, independently and consistently,[6] the following grammatical elements: .... – definite and indefinite articles in the nominative – plural of nouns – prepositions to define spatial relationships		– definite and indefinite articles in the accusative – verb conjugation including modals in present tense – imperative (singular—*Geh*!, plural—*Geht*!) – inversion for quesitons (*Hast du ...?*) and adverbs of time and place (*Heute ist es ...*) – verb position in subordinate clause (*dass*, *weil*, *als*) – prepositions with accusative only and dative only – comparison of adjectives

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.
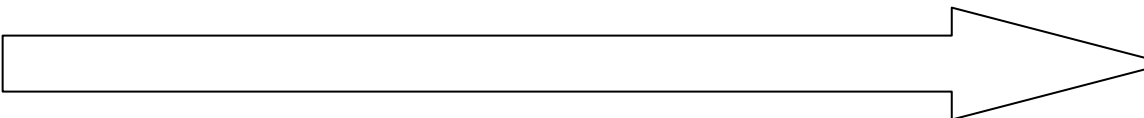
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6. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General 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**	**Grade 9**

Students will be able to:

	Grade 7	**Grade 8**	**Grade 9**
sound–symbol system	1. understand and accurately use the sound–symbol system	1. apply knowledge of the sound–symbol system in a variety of contexts	1. apply knowledge of the sound–symbol system accurately
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 elements	3. (see following pages)	3. (see following pages)	3. (see following pages)
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, print and visual texts, and apply these features independently for effect	5. use German discourse features in oral, print and visual texts, and apply these features independently for effect	5. use German discourse features in oral, print and visual texts, and apply these features independently for effect

6.1 *Linguistic Elements* (continued)

Grade 7	Grade 8	Grade 9
Students will be able to:		
a. recognize and use, in modelled situations,[7] the following grammatical elements:		
– genitive case – infinitive phrases and clauses—e.g., *Ich plane nach Deutschland zu reisen., Oma geht in die Stadt, um das Museum zu besuchen*. – adjectival endings	– reflexive verbs	– passive form – reflexive verbs
b. use, in structured situations,[8] the following grammatical elements:		
– personal pronouns—accusative and dative – possessive pronouns in accusative and dative – future tense – verb conjugation, including modals in past tense – separable verbs – imperative—singular, plural and formal – sentence structure—subject, accusative and dative object – relative clauses in nominative – prepositions with accusative and dative	– genitive case – personal pronouns—accusative and dative – possessive pronouns in accusative and dative – sentence structure—subject, accusative and dative object – relative clauses in nominative and accusative – infinitive phrases and clauses—e.g., *Ich plane nach Deutschland zu reisen., Oma geht in die Stadt, um das Museum zu besuchen*. – prepositions with accusative and dative – adjectival endings	– genitive case – possessive pronouns in accusative, dative and genitive – relative clauses in nominative and accusative – prepositions with accusative and dative – adjectival endings

Grammatical Elements (side label)

(continued)

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7. 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.

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

6.1 *Linguistic Elements* (continued)

Grade 7	Grade 8	Grade 9
Students will be able to: c. use, independently and consistently,[9] the following grammatical elements: .... – formal address – present, perfect and past tense	– future tense – verb conjugation including modals in past tense – separable verbs – imperative—singular, plural, formal	– personal pronouns—accusative and dative – sentence structure—subject, accusative and dative object – infinitive phrases and clauses, e.g., *z.B. Ich plane nach Deutschland zu reisen., Oma geht in die Stadt, um das Museum zu besuchen.*

(Left vertical label: Grammatical Elements)

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

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9. 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.

6.2 *Language Competence*

Students will be able to:

	Kindergarten	Grade 1	Grade 2	Grade 3
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, and 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, and 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 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**
	Students will be able to:		
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 a lengthy oral or multimedia presentation on a familiar topic in structured and unstructured situations	1. listen to and understand the main points of a lengthy oral or multimedia 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 a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations	3. read and understand a lengthy 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

6.2 *Language Competence*

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
listening	1. listen to and understand the main points of an oral or multimedia 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 multimedia 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 multimedia 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

6.3 *Sociocultural/Sociolinguistic Elements*

	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
	Students will be able to:			
register	1. speak at a volume appropriate to classroom situations	1. respond to tone of voice	1. distinguish between formal and informal situations	1. recognize that some topics, words or intonations are inappropriate in certain texts
idiomatic expressions	2. imitate age-appropriate idiomatic expressions	2. imitate age-appropriate idiomatic expressions	2. understand and use some simple idiomatic expressions as set phrases	2. understand and use a variety of simple idiomatic expressions as set phrases
variations in language	3. experience a variety of voices, e.g., male and female, young and old	3. experience a variety of voices	3. acknowledge individual differences in speech	3. accept individual differences in speech
social conventions	4. imitate simple routine social interactions	4. use basic social expressions appropriate to the classroom	4. use basic politeness conventions	4. use appropriate oral forms of address for people frequently encountered
nonverbal communication	5. imitate some common nonverbal behaviours used in the German culture	5. understand the meaning of and imitate some common nonverbal behaviours used in the German culture	5. experiment with using some simple nonverbal means of communication	5. recognize that some nonverbal behaviours may be inappropriate in certain contexts

General 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**
	Students will be able to:		
register	1. experiment with formal and informal uses of language in familiar situations	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. use learned idiomatic expressions correctly 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
nonverbal communication	5. recognize appropriate nonverbal behaviours for people frequently encountered, e.g., interpersonal space and physical contact	5. use appropriate nonverbal behaviours in a variety of familiar contexts, e.g., eye contact	5. use appropriate nonverbal behaviours in a variety of familiar contexts, e.g., interpersonal space and physical contact

Language Arts: Specific Language Component

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

6.3 *Sociocultural/Sociolinguistic Elements*

	Grade 7	**Grade 8**	**Grade 9**
	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, print, visual and multimedia 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
nonverbal communication	5. recognize nonverbal behaviours that are considered impolite	5. avoid nonverbal behaviours that are considered impolite	5. recognize a variety of nonverbal communication techniques in a variety of contexts

6.4 *Language Learning Strategies*

	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
	Students will be able to:			
cognitive	1. use simple cognitive strategies, with guidance, to enhance language learning, e.g., listen attentively, do actions to match words of a song, story or rhyme	1. use simple cognitive strategies, with guidance, to enhance language learning, e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns	1. use simple cognitive strategies, with guidance, to enhance language learning, e.g., memorize new words by repeating them silently or aloud	1. use a variety of simple cognitive strategies, with guidance, to enhance language learning, e.g., make personal dictionaries, experiment with various elements of the language
metacognitive	2. use simple metacognitive strategies, with guidance, to enhance language learning, e.g., reflect on learning tasks with the guidance of the teacher	2. use simple metacognitive strategies, with guidance, to enhance language learning, e.g., make choices about how they learn	2. use simple metacognitive strategies, with guidance, to enhance language learning, e.g., rehearse or role-play language	2. use a variety of simple metacognitive strategies, with guidance, to enhance language learning, e.g., decide in advance to attend to the learning task
social/affective	3. use simple social and affective strategies, with guidance, to enhance language learning, e.g., initiate or maintain interaction with others	3. use simple social and affective strategies, with guidance, to enhance language learning, e.g., participate in shared reading experiences	3. use simple social and affective strategies, with guidance, to enhance language learning, e.g., seek the assistance of a friend to interpret a text	3. use a variety of simple social and affective strategies, with guidance, to enhance language learning, e.g., reread familiar self-chosen texts to enhance understanding and enjoyment

6.4 *Language Learning Strategies*

	Grade 4	**Grade 5**	**Grade 6**

Students will be able to:

	Grade 4	**Grade 5**	**Grade 6**
cognitive	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	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	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	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	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	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	3. identify and use a variety of social and affective strategies to enhance language learning, e.g., work cooperatively with peers in small groups	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 and note their acceptance or nonacceptance by more experienced speakers	3. identify and use a variety of social and affective strategies to enhance language learning, e.g., participate actively in brainstorming and conferencing as prewriting and postwriting exercises

6.4 *Language Learning Strategies*

	Grade 7	**Grade 8**	**Grade 9**
	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 and grammars, 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
metacognitive	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 tasks, keep learning logs	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
social/affective	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 and 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 new words and expressions that occur in their own conversations and make use of them as soon as appropriate

General 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
	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 nonverbal clues to communicate	1. use simple interactive strategies with guidance, e.g., indicate lack of understanding verbally or nonverbally	1. use a variety of simple interactive strategies with guidance, e.g., ask for clarification or repetition when they do not understand
interpretive	2. use simple interpretive strategies with guidance, e.g., use gestures, intonation and 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 nonverbal 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 or rhymes	3. use a variety of simple productive strategies with guidance, e.g., use illustrations to provide detail when producing their own texts

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Further examples of language use strategies are available on pages 54 to 56.

General 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
	Students will be able to:		
interactive	1. identify and use a variety of interactive strategies, e.g., use other speakers' words in subsequent conversation	1. identify and use a variety of interactive strategies, e.g., assess feedback from a conversation partner to recognize when a 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
interpretive	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 meanings of unknown words or expressions from contextual clues
productive	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 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	Grade 9
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 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

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Further examples of language use strategies are available on pages 54 to 56.

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
	Students will be able to:			
cognitive	1. use simple cognitive strategies to enhance general learning, e.g., classify objects and ideas according to their attributes	1. use simple cognitive strategies to enhance general learning, e.g., use models	1. use simple cognitive strategies to enhance general learning, e.g., connect what they already know with what they are learning	1. use simple cognitive strategies to enhance general learning, e.g., experiment with and concentrate on one thing at a time
metacognitive	2. use simple metacognitive strategies to enhance general learning, e.g., reflect on learning tasks with the guidance of the teacher	2. use simple metacognitive strategies to enhance general learning, e.g., choose from among learning options	2. use simple metacognitive strategies to enhance general learning, e.g., discover how their efforts can affect their learning	2. use simple metacognitive strategies to enhance general learning, e.g., decide in advance to attend to the learning task
social/affective	3. use simple social and affective strategies to enhance general learning, e.g., watch others' actions and copy 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 cooperative group learning tasks

Further examples of general learning strategies are available on page 56.

General 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
	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 in performance of learning tasks	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 subtasks	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

Further examples of general learning strategies are available on page 56.

General 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	Grade 9

Students will be able to:

	Grade 7	Grade 8	Grade 9
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 and 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 learning journals such as diaries or logs	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 and try unfamiliar tasks and approaches

Further examples of general learning strategies are available on page 56.

CULTURE

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

The Culture section is intended to be integrated with language learning, as well as learnings related to other subject areas, and is an essential part of daily activities in German bilingual programming. **This program of studies divides the Language Arts and Culture sections for ease of use only.**

While German cultural learning is unquestionably best conducted in German, certain concepts may be too complex to be undertaken in the language. On such occasions, limited and judicious use of English may be resorted to in order to facilitate learning.

General Outcome

The following general outcome outlines the key learnings that the Culture section is designed to support.

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

Note: Additional outcomes that deal with cultural content may be found elsewhere in this program of studies, including sections under General Outcome 5, as well as under cluster heading 6.3 Sociocultural/Sociolinguistic Elements.

General Outcome 7

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

7.1 *Self-identity*

Students will be able to:

	Kindergarten	Grade 1	Grade 2	Grade 3
valuing German language and the cultures of German-speaking peoples	1. participate in cultural activities in the classroom and school	1. participate in cultural activities and traditions	1. participate in and appreciate cultural activities and traditions	1. recognize and appreciate various elements of the cultures of German-speaking peoples
valuing bilingualism/ multiculturalism	2. participate in classroom and school cultural activities	2. participate in classroom and school cultural activities	2. recognize the benefits of a bilingual/ multicultural education	2. understand the personal significance of a bilingual/ multicultural education

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

7.1 *Self-identity*

	Grade 4	**Grade 5**	**Grade 6**
	Students will be able to:		
valuing German language and the cultures of German-speaking peoples	1. recognize and appreciate various elements of the cultures of German-speaking peoples	1. identify the lifelong personal benefits of German language and cultures	1. value the lifelong personal benefits of German language and cultures
valuing bilingualism/ multiculturalism	2. participate in activities that promote and celebrate the bilingual/multicultural education experience	2. recognize the uniqueness of a bilingual/multicultural education	2. identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context

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

7.1 *Self-identity*

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
valuing German language and the cultures of German-speaking peoples	1. explore and analyze how German language and cultures have impacted and enriched their own lives	1. explore and analyze how German language and cultures have enriched the lives of others	1. explore how their own past and present German language and cultural experiences, understanding and knowledge may be an asset in future opportunities
valuing bilingualism/ multiculturalism	2. explore and analyze how being bilingual/multicultural has impacted and enriched their own lives	2. explore and analyze how bilingualism/multiculturalism has enriched the lives of others	2. explore how their own past and present bilingual/ multicultural experiences, knowledge and understanding may be an asset in future opportunities

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

7.2 *German Cultures*

	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
	Students will be able to:			
historical elements	1. participate in activities and experiences that reflect traditional elements of German cultures, such as holidays and celebrations (*Muttertag*), music, dance, art, literature, food	1. participate in activities and experiences that reflect traditional elements of German cultures, such as holidays and celebrations (*Weihnachten*), music, dance, art, literature, food	1. participate in activities and experiences that reflect traditional elements of German cultures, such as holidays and celebrations (*Karneval, Fasching*), music, dance, art, literature, food	1. participate in activities and experiences that reflect traditional elements of German cultures, such as holidays and celebrations (*St. Martinstag*), music, dance, art, literature, food
contemporary elements	2. participate in activities and experiences that reflect contemporary elements of German cultures (see examples above)	2. participate in activities and experiences that reflect contemporary elements of German cultures (see examples above)	2. participate in activities and experiences that reflect contemporary elements of German cultures (see examples above)	2. participate in activities and experiences that reflect contemporary elements of German cultures (see examples above)
diversity	3. experience cultural elements of diverse origins from within German cultures	3. experience cultural elements of diverse origins from within German cultures	3. recognize diverse elements of German cultures in the school and/or local community	3. identify diverse elements of German cultures in the school and/or local community
change	4. participate in events marking changes	4. illustrate that change occurs in one's immediate environment	4. gather information to demonstrate change within German cultures	4. identify how people's actions and lifestyles change to accommodate their changing needs

General Outcome 7

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

7.2 *German Cultures*

	Grade 4	**Grade 5**	**Grade 6**
	Students will be able to:		
historical elements	1. explore the historical roots of traditional cultural activities and experiences in such areas as holidays and celebrations (*Ostern*), music, dance, art, literature, food	1. explore the historical roots of traditional cultural activities and experiences in such areas as holidays and celebrations (*St. Nikolaus*), music, dance, art, literature, food	1. explore the historical roots of traditional cultural activities and experiences in such areas as holidays and celebrations (*Oktoberfest, Volksfest*), music, dance, art, literature, food
contemporary elements	2. explore elements in the immediate environment that reflect the contemporary features of German cultures (see examples above)	2. explore elements in the immediate environment that reflect the contemporary features of German cultures (see examples above)	2. explore elements in the immediate environment that reflect the contemporary features of German cultures (see examples above)
diversity	3. explore diversity of German cultures in the immediate environment	3. explore diversity of German cultures at the school level	3. explore diversity of German cultures at the community level
change	4. explore and reflect on change within their own immediate environment	4. explore and reflect on change in German cultures within the family and community	4. explore and reflect on change in German cultures at the international level

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

7.2 *German Cultures*

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
historical elements	1. explore how major historical events, figures and developments of German cultures have influenced contemporary culture worldwide, such as great figures, periods of history, immigration	1. explore how major historical events, figures and developments of German cultures have influenced contemporary culture worldwide, such as great figures, periods of history, immigration	1. analyze the influence and contributions of major historical events, figures and developments of German cultures worldwide, such as great figures, periods of history, immigration
contemporary elements	2. explore how contemporary events, figures and developments of German cultures have influenced contemporary culture worldwide, such as geography, current events, celebrations, fine arts, lifestyles	2. explore how contemporary events, figures and developments of German cultures have influenced contemporary culture worldwide, such as geography, current events, celebrations, fine arts, lifestyles	2. analyze the influence and contributions of contemporary events, figures and developments of German cultures worldwide, such as geography, current events, celebrations, fine arts, lifestyles
diversity	3. explore the diversity of the German language and cultures	3. explore the diversity of the German language and cultures	3. examine the diversity of the German language and cultures
change	4. explore how changes in German language and cultures have impacted their own lives	4. explore the significance of changes in German cultures to the rest of the world	4. compare changes in German cultures to changes in other cultures

General Outcome 7

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

7.3 *Building Community*

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
valuing diversity	1. recognize differences between themselves and peers	1. explore diversity within their own families and in the school	1. explore diversity within the classroom and among families and communities	1. explore diversity in the classroom, school and local community, and reflect on its personal significance
valuing similarity	2. recognize similarities between themselves and peers	2. explore similarities within their own families and in the school	2. explore similarities within the classroom and among families and communities	2. explore similarities in the classroom, school and local community, and reflect on their personal significance
contributing to community	3. participate in and contribute to classroom activities	3. participate and cooperate in and contribute to classroom and school activities	3. participate cooperatively in group activities by contributing ideas and supporting others	3. participate cooperatively in daily classroom duties, and support peers and classmates

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

7.3 *Building Community*

	Grade 4	**Grade 5**	**Grade 6**
	Students will be able to:		
valuing diversity	1. explore diversity in the broader community, and reflect on its personal significance	1. explore, compare and reflect on the personal significance of diversity in Canada	1. explore the impact of diversity in other regions of the world and compare it with the impact of diversity in Canada
valuing similarity	2. explore similarities in the broader community and reflect on their personal significance	2. explore, compare and reflect on common human needs and experiences of Canadians	2. examine common human needs and experiences of people around the world
contributing to community	3. demonstrate desire to assist others and contribute to classroom and school activities	3. develop skills that promote cooperation and mutual respect within the classroom and school	3. provide positive contributions and leadership within the school and/or community

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

7.3 *Building Community*

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
valuing diversity	1. examine diversity in the school and community, and reflect on its impact on themselves, relationships and personal choices	1. examine diversity in the school and community, and reflect on its impact on themselves, school and community	1. explore and analyze how diversity has contributed to and enriched Canadian society
valuing similarity	2. examine similarities among peers and members of the school and local community, and reflect on the personal impact of these similarities	2. examine similarities that exist in cultures in Canadian society through the historical context of immigration	2. examine similarities in cultures in current Canadian society
contributing to community	3. participate and contribute effectively, and reflect on their own contributions to group activities	3. appreciate the contributions of different individuals, groups and events to the development of Canada	3. examine the significance of various contemporary cultural issues to Canadian society

General Outcome 7

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

7.4 *Global Citizenship*

	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
	Students will be able to:			
responsible citizenship	1. demonstrate personal and social responsibility in the classroom	1. demonstrate personal and social responsibility in the classroom and school	1. demonstrate personal and social responsibility in the classroom, school and community	1. recognize that growing up involves making decisions and accepting consequences
interdependence	2. participate in tasks and activities with partners and in groups	2. recognize their own and others' contributions to a group	2. recognize the benefits of working with partners or within groups, and recognize that one affects and is affected by the actions of others	2. identify the advantages and disadvantages of working collaboratively with partners or groups
intercultural skills	3. adapt to new situations	3. work and play with others, recognizing that expectations can be different for different people	3. identify and describe causes of conflict in the classroom	3. explore ways to resolve interpersonal conflict
future opportunities	4. share or demonstrate personal strengths or achievements	4. share or demonstrate personal strengths and areas for further development	4. identify personal strengths and areas for development	4. identify personal strengths and areas for development, and set personal goals

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

7.4 *Global Citizenship*

	Grade 4	**Grade 5**	**Grade 6**
	Students will be able to:		
responsible citizenship	1. respect the feelings, rights and property of others, and accept responsibility for their own actions	1. recognize positive and negative aspects of the consequences of their own actions, and demonstrate honesty and reliability in a variety of situations	1. explore the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills
interdependence	2. recognize that people must depend on others to meet their needs, and recognize the effects of their own actions on others	2. examine the role of the individual in group activities, and reflect on the effectiveness of their own contributions	2. participate in and contribute to group activities effectively, and recognize that cooperation is important
intercultural skills	3. engage in activities that reflect other perspectives or ways of doing things	3. accept differences in characteristics and abilities of others	3. recognize and respect individual differences, and recognize the worth of every individual
future opportunities	4. identify their own strengths and areas for development, and establish personal goals and action plans	4. identify their own strengths and areas for further development, and establish personal goals and action plans	4. identify their own interests and explore future opportunities for learning and employment

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

7.4   *Global Citizenship*

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
responsible citizenship	1. identify and analyze examples of rights and responsibilities of citizens	1. identify how citizen action can affect public policy, including cultural diversity	1. recognize how public policies relating to cultural diversity are affected by public opinion, the media and political groups
interdependence	2. explore different roles and responsibilities of group members	2. identify the impact of actions of individuals upon groups	2. identify ways in which individuals, community members and societal members are interrelated and interdependent
intercultural skills	3. understand and analyze the rights and responsibilities of citizens, and provide examples	3. explore ways in which group conflict can be resolved in Canadian society	3. appreciate and understand the value of different perspectives
future opportunities	4. explore learning and work opportunities around the world	4. explore essential skills, knowledge and attitudes required for effective participation in the global community, workplace and marketplace	4. explore career fields in which bilingual and multicultural knowledge, skills and attitudes can be applied