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# GERMAN LANGUAGE AND CULTURE

## 10-9Y, 20-9Y, 30-9Y

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

### INTRODUCTION

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

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

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

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

impact far beyond the borders of nations where the language is spoken.

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

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

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

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

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

- opportunities to connect to diverse media that provide insights into a variety of cultural and artistic expressions
- a broader range of educational, career and leisure opportunities
- the opportunity to meet the entrance requirements of many post-secondary institutions in Alberta and across Canada.

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

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

## ASSUMPTIONS

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

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

## THE CONCEPTUAL MODEL

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

## Four Components

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

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

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

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

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

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

## Modes of Communication

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

**Interaction** is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning; that is, helping others understand and working to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.

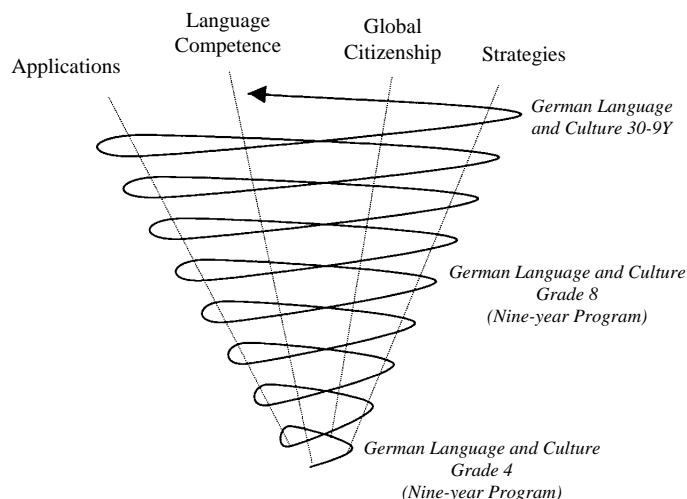
**Interpretation** is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

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

### A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more vocabulary, text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the nine-year program (i.e., in different grades/courses), but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time.

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



## ORGANIZATION OF THE PROGRAM OF STUDIES

### General Outcomes

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

#### Applications [A]

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

#### Language Competence [LC]

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

#### Global Citizenship [GC]

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

#### Strategies [S]

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

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

### **Specific Outcomes**

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

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

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

# General Outcomes

## Applications



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

- A-1 to receive and impart information
- A-2 to express emotions and personal perspectives
- A-3 to get things done
- A-4 to form, maintain and change interpersonal relationships
- A-5 to extend their knowledge of the world
- A-6 for imaginative purposes and personal enjoyment

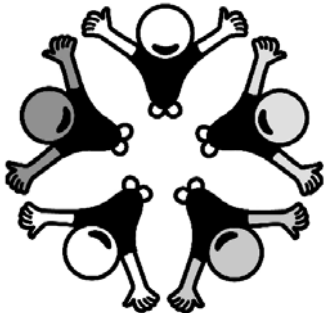
## Language Competence



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

- LC-1 interpret and produce oral texts
- LC-2 interpret and produce written texts and visual representations
- LC-3 attend to form
- LC-4 apply knowledge of the sociocultural context
- LC-5 apply knowledge of how discourse is organized, structured and sequenced

## Global Citizenship



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

- GC-1 historical and contemporary elements of the cultures of German-speaking peoples
- GC-2 appreciating diversity
- GC-3 personal and career opportunities

## Strategies



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

- S-1 language learning
- S-2 language use
- S-3 general learning

# Guide to Reading the Program of Studies

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

cluster heading  
for specific  
outcomes

## LC-1 interpret and produce oral texts

**German Language  
and Culture 10-9Y**

**German Language  
and Culture 20-9Y**

**German Language  
and Culture 30-9Y**

*Students will be able to:*

<b>LC-1.1</b> aural interpretation	a. understand the main points and some supporting details of longer oral texts on familiar topics	a. understand the main points and some supporting details of longer oral texts on a variety of topics	a. understand a variety of longer oral texts, in unguided situations
<b>LC-1.2</b> oral production	a. produce short oral texts on a variety of topics	a. produce longer oral texts, providing some details to support the main points	a. produce longer, coherent oral texts on a variety of topics, in unguided situations
<b>LC-1.3</b> interactive fluency	a. initiate and maintain conversations on familiar topics  b. manage classroom interactions	a. manage longer interactions, with pauses for planning and repair	a. engage in conversations in formal situations  b. participate in discussions on familiar topics

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

strand headings for specific outcomes

specific outcome statements for each course

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



# Applications

to express emotions and personal perspectives

to receive and impart information

to get things done

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

to form, maintain and change interpersonal relationships

for imaginative purposes and personal enjoyment

to extend their knowledge of the world

## APPLICATIONS

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

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

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

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

Applications—the situations and purposes for communication—drive this program, providing contexts for students’ language and cultural learning.



## General Outcome for Applications

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

### A-1 to receive and impart information

#### German Language and Culture 10-9Y

#### German Language and Culture 20-9Y

#### German Language and Culture 30-9Y

*Students will be able to:*

A-1.1 share factual information	a. ask and answer questions about texts	a. understand factual information presented in authentic texts	a. provide and explain information for a variety of audiences
	b. share detailed information on a specific topic; e.g., a report or biography	b. share detailed information through a variety of text forms	

### A-2 to express emotions and personal perspectives

*Students will be able to:*

A-2.1 share ideas, thoughts, opinions, preferences	a. express opinions and offer perspectives on a variety of topics	a. express, explain and support their own opinions, perspectives and preferences in a variety of ways	a. exchange and compare opinions in a variety of situations
	b. support their own opinions		
A-2.2 share emotions, feelings	a. compare the expression of emotions and feelings in a variety of situations	a. explore ways to express strong emotions and feelings; e.g., using role-play	a. analyze and discuss the expression of emotions and feelings in a variety of media

## General Outcome for Applications

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

### A-3 to get things done

#### German Language and Culture 10-9Y

#### German Language and Culture 20-9Y

#### German Language and Culture 30-9Y

*Students will be able to:*

A-3.1 guide actions of others	a. protest a course of action and request recourse; e.g., lodge a complaint	a. give and follow a complex sequence of instructions	a. make arguments to persuade others
A-3.2 state personal actions	a. express possible actions or contingencies b. outline a complex series of intended actions	a. express personal expectations, hopes, plans, goals and aspirations	a. speculate on and predict their own future actions
A-3.3 manage group actions	a. take on a leadership role in small-group projects	a. contribute to the assessment of group activities by providing constructive feedback to group members	a. contribute to group activities by clarifying task goals, negotiating roles and suggesting procedures

### A-4 to form, maintain and change interpersonal relationships

*Students will be able to:*

A-4.1 manage personal relationships	a. express and respond to congratulations b. express sympathy and regret	a. make suggestions or clarify misunderstandings to handle conflict situations	a. initiate and participate in social exchanges in formal situations; e.g., interviews, meeting the family of a significant other
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## General Outcome for Applications

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

### A-5 to extend their knowledge of the world

	<b>German Language and Culture 10-9Y</b>	<b>German Language and Culture 20-9Y</b>	<b>German Language and Culture 30-9Y</b>
<i>Students will be able to:</i>			
<b>A-5.1</b> discover and explore	a. explore connections among, and gain new insights into, familiar topics; e.g., using analogy, brainstorming	a. explore ideas presented in a variety of ways; e.g., informal discussions or personal writing	a. compare their own insights and understandings with those of their classmates
<b>A-5.2</b> gather and organize information	a. identify key ideas in oral and written texts b. summarize and paraphrase gathered information from oral and written texts	a. synthesize information from several sources	a. synthesize and evaluate information from several sources
<b>A-5.3</b> explore opinions and values	a. understand the concept of stereotype and recognize stereotyping in a variety of situations	a. understand the concept of perspective and examine differing perspectives on an issue	a. explore underlying values in a variety of mass media; e.g., advertisements, political cartoons
<b>A-5.4</b> solve problems	a. identify and explore a specific element of a problem and develop a solution	a. apply problem-solving skills acquired in one situation to other situations	a. apply problem-solving skills to the resolution of real-life problems

## General Outcome for Applications

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

### A-6 for imaginative purposes and personal enjoyment

	German Language and Culture 10-9Y	German Language and Culture 20-9Y	German Language and Culture 30-9Y
<i>Students will be able to:</i>			
A-6.1 humour/fun	a. use German for fun; e.g., listen to songs, read stories and poems  b. use German to interpret and express humour; e.g., interpret humorous cartoons, present a short, humorous skit	a. use German for fun; e.g., create a video or podcast  b. use German to interpret and express humour for a specific audience; e.g., cartoons, jokes	a. use German for fun; e.g., plan and carry out a project, present a play, plan and present a comedy night  b. use German to create and apply humour; e.g., adding humorous elements to a speech
A-6.2 creative/aesthetic purposes	a. use German creatively and for aesthetic purposes; e.g., create a multimedia production on a familiar topic	a. use German creatively and for aesthetic purposes; e.g., create and perform a skit	a. use German creatively and for aesthetic purposes; e.g., write a short poem/lyrics, speak or write from the viewpoint of a designated character in a story
A-6.3 personal enjoyment	a. use German for personal enjoyment; e.g., write a blog	a. use German for personal enjoyment; e.g., listen to music, read books and magazines	a. use German for personal enjoyment; e.g., watch films or television programs

# Language Competence



interpret and produce  
oral texts

interpret and produce  
written texts and visual  
representations

attend to form

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

apply knowledge of the  
sociocultural context

apply knowledge of how  
discourse is organized, structured  
and sequenced

## LANGUAGE COMPETENCE

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

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

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

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

## General Outcome for Language Competence

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

### LC-1 interpret and produce oral texts

#### German Language and Culture 10-9Y

#### German Language and Culture 20-9Y

#### German Language and Culture 30-9Y

*Students will be able to:*

<b>LC-1.1</b> aural interpretation	a. understand the main points and some supporting details of longer oral texts on familiar topics	a. understand the main points and some supporting details of longer oral texts on a variety of topics	a. understand a variety of longer oral texts, in unguided situations
<b>LC-1.2</b> oral production	a. produce short oral texts on a variety of topics	a. produce longer oral texts, providing some details to support the main points	a. produce longer, coherent oral texts on a variety of topics, in unguided situations
<b>LC-1.3</b> interactive fluency	a. initiate and maintain conversations on familiar topics b. manage classroom interactions	a. manage longer interactions, with pauses for planning and repair	a. engage in conversations in formal situations b. participate in discussions on familiar topics

## General Outcome for Language Competence

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

### LC-2 interpret and produce written texts and visual representations

#### German Language and Culture 10-9Y

#### German Language and Culture 20-9Y

#### German Language and Culture 30-9Y

*Students will be able to:*

<b>LC-2.1</b> interpretation of written texts	a. understand the main points and some supporting details of longer written texts	a. understand the main points and supporting details of longer written texts on a variety of topics	a. understand a variety of longer, more complex written texts on a range of topics
<b>LC-2.2</b> written production	a. produce longer written texts	a. produce longer written texts on a variety of topics	a. produce a variety of longer, more complex written texts on a range of topics
<b>LC-2.3</b> viewing	a. propose several interpretations of the visual elements of a variety of media in guided situations	a. identify the purposes, intended audiences, messages and points of view in a variety of visual media, in guided situations	a. identify some of the techniques and conventions used in a variety of visual media, in guided and unguided situations
<b>LC-2.4</b> representing	a. express meaning, using visual elements through a variety of media	a. communicate thoughts, ideas and feelings for specific purposes and audiences, using a variety of visual media	a. communicate thoughts, ideas and feelings through visual media, using observed techniques and conventions



## General Outcome for Language Competence

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

### LC-3 attend to form

	German Language and Culture 10-9Y	German Language and Culture 20-9Y	German Language and Culture 30-9Y
<i>Students will be able to:</i>			
LC-3.1 phonology	a. produce the essential sounds, stress, rhythm and intonation patterns of German without rehearsal	a. produce the sounds, stress, rhythm and intonation patterns of German	a. produce the sounds, stress, rhythm and intonation patterns of German with ease
LC-3.2 orthography	a. apply spelling rules and mechanical conventions consistently	a. spell familiar lexical items accurately  b. apply mechanical conventions consistently	a. spell familiar lexical items accurately  b. apply common mechanical conventions consistently and accurately
LC-3.3 lexicon	a. use a repertoire of words, phrases and expressions in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• pop culture</li> <li>• media and communication</li> <li>• current events</li> <li>• the environment</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words, phrases and expressions in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• science and technology</li> <li>• personal relationships</li> <li>• responsible citizenship</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words, phrases and expressions in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• career and education options</li> <li>• life plans</li> <li>• personal identity</li> <li>• arts/literature</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

(continued)

## General Outcome for Language Competence

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

(continued)

### LC-3 attend to form

#### German Language and Culture 10-9Y

#### German Language and Culture 20-9Y

#### German Language and Culture 30-9Y

*Students will be able to:*

	German Language and Culture 10-9Y	German Language and Culture 20-9Y	German Language and Culture 30-9Y
	a. use, in modelled situations, <sup>1</sup> the following grammatical elements: .....		
LC-3.4 grammatical elements	<ul style="list-style-type: none"> <li>• nominative/accusative/dative case as a concept</li> <li>• personal pronouns (plural dative)</li> <li>• adjectival endings (nominative/accusative/dative)</li> <li>• future tense</li> <li>• simple past (selected verbs)</li> <li>• adverbs and adverbial phrases</li> <li>• <i>da-</i> and <i>wo-</i> compounds</li> <li>• prepositional phrases in dative, beginning with <i>aus</i>, <i>bei</i>, <i>mit</i>, <i>nach</i>, <i>seit</i>, <i>von</i>, <i>zu</i></li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• sequencing; e.g., <i>zuerst</i>, <i>dann</i>, <i>danach</i>, <i>schließlich</i></li> <li>• causality (<i>denn</i>, <i>weil</i>)</li> <li>• indicative sentences with:               <ul style="list-style-type: none"> <li>– inversion for emphasis; e.g., <i>Den Kuchen mag ich sehr.</i></li> <li>– double infinitives; e.g., <i>Sie haben die Hausaufgaben nicht machen wollen.</i></li> <li>– infinitive clauses; e.g., <i>Ich habe keine Lust die Hausaufgaben zu machen.</i></li> </ul> </li> <li>• sentences with selected subordinate clauses:               <ul style="list-style-type: none"> <li>– subordinate clauses introduced with conjunctions <i>wenn</i>, <i>wann</i>, <i>als</i>, <i>ob</i>, <i>obwohl</i></li> <li>– relative clauses (nominative)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• genitive case as a concept</li> <li>• demonstrative pronouns</li> <li>• adjective inflection</li> <li>• present tense of irregular (strong/ablaut) verbs</li> <li>• separable/inseparable prefix verbs</li> <li>• past perfect of commonly used verbs</li> <li>• identification and use of particles <i>aber</i>, <i>auch</i>, <i>denn</i>, <i>mal</i>, <i>schon</i></li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• position of <i>wohl</i>:               <ul style="list-style-type: none"> <li>– for emphasis; e.g., <i>Es stimmt wohl.</i></li> <li>– likelihood; e.g., <i>Er kommt wohl mit.</i></li> </ul> </li> <li>• sentences with modal particles; e.g., <i>doch</i>, <i>mal</i>, <i>eben</i>, <i>nun</i>, <i>schon</i>, <i>ja</i></li> <li>• passive voice (present)</li> <li>• present subjunctive mood for indirect speech</li> <li>• sentences using parenthetical structure</li> </ul>	<ul style="list-style-type: none"> <li>• declension to distinguish gender, number, case (role/function)</li> <li>• possessive pronouns (genitive)</li> <li>• <i>kennen/wissen/können</i> distinction</li> <li>• dative verbs</li> <li>• past perfect</li> <li>• present participles used as adjectives/adverbs; e.g., <i>Da ist ein schlafendes Kind.</i> <i>Er kam pfeifend ins Zimmer.</i></li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• passive voice (past)</li> <li>• relative clauses (all cases)</li> <li>• past subjunctive mood:               <ul style="list-style-type: none"> <li>– formation (<i>haben</i>, <i>sein</i>, modal verbs); e.g., <i>Er sagte, er sei krank. Er sagte, er wäre krank.</i></li> <li>– to express wishes, doubt, uncertainty, polite request, obligation, conditional; e.g., <i>Könntest du mir dein Buch borgen? Hätten Sie mich nur anrufen!</i> <i>Wenn ich Zeit hätte, würde ich ihn besuchen.</i></li> </ul> </li> </ul>

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

## General Outcome for Language Competence

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

(continued)

### LC-3 attend to form

	German Language and Culture 10-9Y	German Language and Culture 20-9Y	German Language and Culture 30-9Y
	<i>Students will be able to:</i>		
	b. use, in structured situations, <sup>2</sup> the following grammatical elements: .....		
LC-3.4 grammatical elements	<ul style="list-style-type: none"> <li>plural of nouns</li> <li>personal pronouns (plural accusative/dative)</li> <li>possessive pronouns (nominative/accusative)</li> <li>pronouns derived from articles</li> <li>definite and indefinite articles (nominative/accusative/dative)</li> <li>comparison of adjectives (all forms)</li> <li>separable reflexive verbs (all forms)</li> <li>future tense</li> <li>present perfect (<i>Perfekt</i>) of commonly used verbs</li> <li>adverbial form of adjectives</li> <li>prepositional phrases:               <ul style="list-style-type: none"> <li>dative: <i>aus, bei, mit, nach, seit, von, zu</i></li> <li>two-way prepositions</li> </ul> </li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>word order in sentences with subordinate clauses:               <ul style="list-style-type: none"> <li>beginning with <i>dass, weil</i></li> <li>relative clauses (nominative)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>nominative/accusative/dative case as a concept</li> <li>plural of nouns</li> <li>possessive pronouns (dative)</li> <li>demonstrative pronouns</li> <li>definite and indefinite articles (nominative/accusative/dative)</li> <li>present perfect of verbs (<i>Perfekt</i>)</li> <li>simple past (selected verbs)</li> <li>selected common modal verbs in simple past tense; e.g., <i>können, sollen, wollen</i></li> <li>present subjunctive of <i>sein, haben</i></li> <li>adverbs and adverbial phrases</li> <li><i>da-</i> and <i>wo-</i> compounds</li> <li>two-way prepositions in prepositional phrases</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>imperative mood (plural)</li> <li>subordinate clauses:               <ul style="list-style-type: none"> <li>introduced with conjunctions <i>wenn, wann, als, ob, obwohl</i></li> <li>beginning with <i>dass, weil</i></li> </ul> </li> <li>relative clauses (nominative)</li> <li>sequencing; e.g., <i>zuerst, dann, danach, schließlich</i></li> <li>causality (<i>denn, weil</i>)</li> <li>indicative sentences with:               <ul style="list-style-type: none"> <li>inversion for emphasis; e.g., <i>Den Kuchen mag ich sehr.</i></li> <li>double infinitives; e.g., <i>Sie haben die Hausaufgaben nicht machen wollen.</i></li> <li>infinitive clauses; e.g., <i>Ich habe keine Lust die Hausaufgaben zu machen.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>genitive case as a concept</li> <li>demonstrative pronouns</li> <li>adjective inflection</li> <li>separable/inseparable prefix verbs</li> <li>past tense of verbs</li> <li>formation of present subjunctive for common verbs; e.g., ... <i>er käme, sie hoffe</i></li> <li>two-way prepositions in prepositional phrases</li> <li>identification and use of particles <i>aber, auch, denn, mal, schon</i></li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>position of <i>wohl</i>:               <ul style="list-style-type: none"> <li>for emphasis; e.g., <i>Es stimmt wohl.</i></li> <li>likelihood; e.g., <i>Er kommt wohl mit.</i></li> </ul> </li> <li>sentences with:               <ul style="list-style-type: none"> <li>modal particles; e.g., <i>doch, mal, eben, nun, schon, ja</i></li> <li>inversion for emphasis; e.g., <i>Den Kuchen mag ich sehr.</i></li> <li>double infinitives; e.g., <i>Sie haben die Hausaufgaben nicht machen wollen.</i></li> <li>subordinate clauses beginning with <i>während</i></li> <li>relative clauses (common); e.g., <i>Das ist das Auto, das mir gefällt.</i></li> </ul> </li> <li>sentences using:               <ul style="list-style-type: none"> <li>parenthetical structure</li> <li>passive voice (present)</li> <li>present subjunctive mood for indirect speech</li> </ul> </li> </ul>

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

## General Outcome for Language Competence

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

(continued)

### LC-3 attend to form

#### German Language and Culture 10-9Y

#### German Language and Culture 20-9Y

#### German Language and Culture 30-9Y

*Students will be able to:*

c. use, independently and consistently,<sup>3</sup> the following grammatical elements: .....

- personal pronouns (singular dative)
- personal pronouns (plural accusative)
- present tense of familiar verbs

#### Structure

- position of adverbs
- indicative mood—simple sentence structure:
  - word order (verb second; time/manner/place)
  - using inversion; e.g., *Heute gehe ich ...*
  - negation (*nicht/kein*)
  - interrogatives (yes/no questions, using question words; e.g., *Wer? Wie?*)
- compound sentences using coordinating conjunctions

- personal pronouns (plural accusative/ dative)
- possessive pronouns (nominative/ accusative)
- possessive adjectives (singular nominative/ accusative)
- comparison of adjectives (all forms)
- reflexive verbs
- future tense
- adverbial form of adjectives
- prepositional phrases (dative) beginning with *aus, bei, mit, nach, seit, von, zu*

#### Structure

- formal address
- negation (*nicht/kein*)
- position of adverbs:
  - of preference; e.g., *gern*
  - of frequency; e.g., *oft, manchmal*
- selected subordinate clauses beginning with *dass, weil*

- nominative/accusative/ dative case as a concept
- plural of familiar nouns
- possessive pronouns (dative)
- possessive adjectives (singular dative)
- definite and indefinite articles (nominative/accusative/dative)
- present perfect tense (familiar regular, common irregular verbs)
- common separable prefix verbs
- simple past tense (*Imperfekt*) of common selected verbs and modal verbs (*können, sollen, wollen*)
- adverbs and adverbial phrases
- *da-* and *wo-* compounds

#### Structure

- imperative mood (plural)
- sequencing; e.g., *zuerst, dann, danach, schließlich*
- causality (*denn, weil*)
- selected subordinate clauses:
  - introduced with conjunctions *wenn, wann, als, ob, obwohl*
  - relative (common); e.g., *Das ist das Auto, das mir gefällt.*
  - infinitive; e.g., *Ich habe keine Lust die Hausaufgaben zu machen.*

LC-3.4  
grammatical elements

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 for Language Competence

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

### LC-4 apply knowledge of the sociocultural context

	German Language and Culture 10-9Y	German Language and Culture 20-9Y	German Language and Culture 30-9Y
<i>Students will be able to:</i>			
<b>LC-4.1</b> register	a. identify differences in register between spoken and written texts	a. explore and compare differences in register between spoken and written texts	a. adjust language to suit audience and purpose
<b>LC-4.2</b> idiomatic expressions	a. identify factors that influence the use of idiomatic expressions; e.g., region, age	a. examine the role of idiomatic expressions in culture	a. interpret unfamiliar idiomatic expressions in a variety of contexts  b. use idiomatic expressions appropriately in familiar lexical fields
<b>LC-4.3</b> variations in language	a. explore and compare some regional variations in language	a. examine common language variations across multiple demographics	a. demonstrate respect for regional and other variations in language  b. recognize other influences resulting in variations in language; e.g., education, occupation
<b>LC-4.4</b> social conventions	a. interpret and use appropriate oral and written forms of address with a variety of audiences	a. use social conventions in a variety of contexts; e.g., personal versus formal letters, text messages/ e-mails versus letters	a. use social conventions in a variety of contexts; e.g., workplace etiquette, telephone manners, public speaking
<b>LC-4.5</b> nonverbal communication	a. recognize a variety of nonverbal communication techniques in a variety of contexts	a. interpret and appropriately use nonverbal communication techniques in a variety of contexts	a. apply nonverbal communication techniques appropriately in a variety of contexts

## General Outcome for Language Competence

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

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

#### German Language and Culture 10-9Y

#### German Language and Culture 20-9Y

#### German Language and Culture 30-9Y

*Students will be able to:*

<b>LC-5.1</b> cohesion/ coherence	a. interpret texts that use patterns involving time or chronological sequencing and causality	a. use a variety of references within texts; e.g., relative pronouns, <i>da-</i> and <i>wo-</i> compounds	a. use appropriate words and phrases to show a variety of relationships within texts; e.g., <i>jedoch, obwohl, einerseits ... andererseits</i>
<b>LC-5.2</b> text forms	a. use a variety of familiar text forms and media in their own productions; e.g., brochures, advertisements, reports, poetry, stories	a. explore a variety of extended text forms in a variety of media; e.g., short stories, films, plays, magazine articles b. explain the organization and structure of extended text forms	a. analyze the way various media and purposes lead to differences in the way texts are organized and presented
<b>LC-5.3</b> patterns of social interaction	a. combine simple social interaction patterns to perform more complex transactions and interactions; e.g., request goods/services	a. combine simple social interaction patterns to perform more complex transactions and interactions; e.g., suggestion–accept/decline–persuade/negotiate	a. use a wide range of simple social interaction patterns flexibly to deal with transactions and interactions

# Global Citizenship



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

appreciating diversity

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

personal and career opportunities

## **GLOBAL CITIZENSHIP**

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

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

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

The “appreciating diversity” heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one’s own. There is a natural tendency when learning a new language

and culture to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a Canadian and a global context.



## General Outcome for Global Citizenship

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

### GC-1 historical and contemporary elements of the cultures of German-speaking peoples

#### German Language and Culture 10-9Y

#### German Language and Culture 20-9Y

#### German Language and Culture 30-9Y

*Students will be able to:*

<b>GC-1.1</b> accessing/analyzing cultural knowledge	a. access and select sources of information about the cultures of German-speaking peoples	a. evaluate sources of information about the cultures of German-speaking peoples	a. represent researched and substantiated information from a variety of sources about elements of the cultures of German-speaking peoples
<b>GC-1.2</b> knowledge of German-speaking cultures	a. explore and identify some elements of the cultures of German-speaking peoples; e.g., key historical events and their influence on contemporary ways of life and cultural values	a. explore and identify elements of the cultures of German-speaking peoples; e.g., emblems and markers of national identity and their influence on contemporary ways of life and cultural values	a. identify and analyze some elements of the cultures of German-speaking peoples; e.g., social and political institutions and their influence on contemporary ways of life and cultural values
<b>GC-1.3</b> applying cultural knowledge	a. apply knowledge of elements of the cultures, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of elements of the cultures to interpret texts  b. apply knowledge of diverse elements of the cultures to enhance interpersonal relations in familiar contexts	a. apply knowledge of elements of the cultures to interpret texts  b. apply knowledge of diverse elements of the cultures to enhance interpersonal relations in a variety of contexts
<b>GC-1.4</b> diversity within German-speaking cultures	a. recognize how diverse elements of the cultures of German-speaking peoples influence cultural change	a. explain their understanding of how diverse cultural elements affect interpersonal relations	a. evaluate how diverse cultural elements of German-speaking peoples, as represented in texts and in a variety of contexts, influence interpersonal relations
<b>GC-1.5</b> valuing German-speaking cultures	a. seek out and use opportunities to enter into contact with members of German-speaking cultures	a. seek out and use opportunities to interact with members of the German-speaking community	a. seek out and use opportunities to interact with individuals from German-speaking cultures

## General Outcome for Global Citizenship

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

### GC-2 appreciating diversity

#### German Language and Culture 10-9Y

#### German Language and Culture 20-9Y

#### German Language and Culture 30-9Y

*Students will be able to:*

<b>GC-2.1</b> awareness of own language(s)	a. analyze oral and written aspects of their own language(s) and German; e.g., grammar structures	a. analyze ways in which their own language(s) and German are similar and different; e.g., social conventions, text forms	a. identify and examine aspects of their personal style in both speech and writing  b. analyze how learning German affects their personal communication style
<b>GC-2.2</b> general language knowledge	a. describe ways languages evolve over time and provide reasons for this evolution	a. describe factors that influence the status of languages; e.g., trade and commerce, history and colonization, technology	a. recognize the systematic nature of language
<b>GC-2.3</b> awareness of own culture	a. analyze ways in which their own culture and other cultures are similar and different	a. analyze ways in which their own culture and other cultures are similar and different	a. identify ethnocentric attitudes within their own culture
<b>GC-2.4</b> general cultural knowledge	a. identify some of the ways that cultures evolve over time	a. describe some causes of breakdown in communication and of misunderstanding when communicating with people from an unfamiliar culture	a. identify some of the ways that individuals acquire their cultural identity/identities and participate in their society
<b>GC-2.5</b> valuing diversity	a. seek out opportunities to enter into contact with people from various cultures	a. recognize contributions to human understanding and well-being made by people from a variety of cultures	a. recognize the intrinsic value of cultural and linguistic diversity for themselves and for the global society
<b>GC-2.6</b> intercultural skills	a. identify and use a variety of strategies for enhancing interactions with people from a different culture  b. explore a situation from more than one perspective	a. use a variety of strategies for dealing with breakdowns in communication and with misunderstandings that occur when encountering an unfamiliar culture  b. appreciate diverse perspectives	a. identify ethnocentric perspectives in a document or an event and explain their origins

**General Outcome for Global Citizenship**

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

**GC-3 personal and career opportunities****German Language and Culture 10-9Y****German Language and Culture 20-9Y****German Language and Culture 30-9Y**

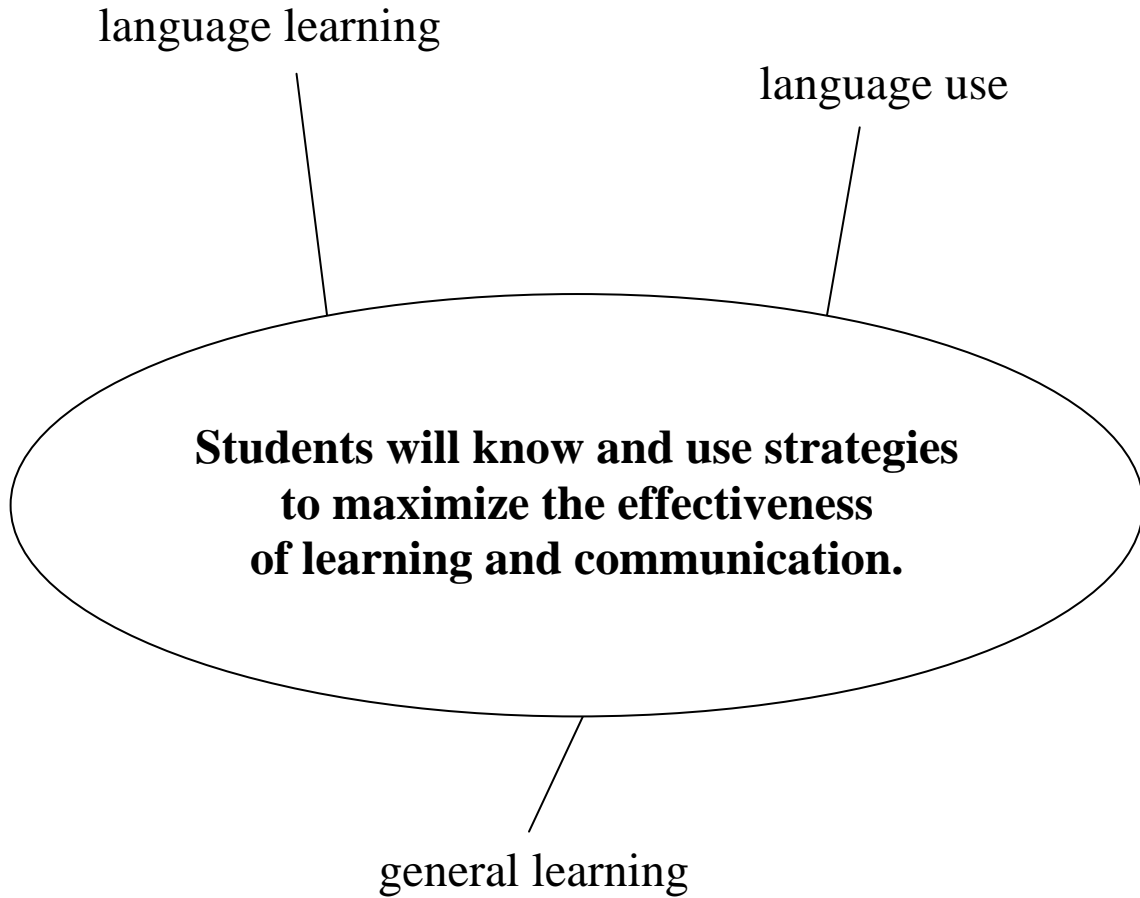
*Students will be able to:*

<b>GC-3.1</b> German language and culture	a. explore opportunities for further education in German	a. explore careers in which knowledge of German can be applied	a. explore applications of German language and culture in the global workplace
<b>GC-3.2</b> cultural and linguistic diversity	a. explore increased opportunities for further education made possible because of their knowledge of languages and cultures	a. explore careers in which knowledge of additional languages and intercultural skills can be applied	a. explore applications of language and culture learning in the global community





# Strategies



## STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. In the early stages of language learning, when proficiency is low, learning outcomes deal with compensation and repair strategies. The learning outcomes that follow deal with language learning, language use and general learning strategies for young adult learners in later stages of language learning. Although people may use strategies unconsciously, the learning outcomes deal with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there is a single strand followed by three sets of examples that allow students to develop, choose and apply strategies from course to course. Each strand deals with three general categories of strategies. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are categorized 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 course. Consequently, the specific outcomes describe the students' knowledge of, and ability to use, general types of strategies.

Specific strategies for each general category or type are included as examples. The examples provided **are not prescriptive, nor are they exhaustive**, but they are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Strategies for senior high school students are focused, encouraging student participation and active learning. They are personal, meaningful and relevant for students. Students will:

- learn a new strategy
- practise it
- identify those strategies they consider most useful
- become independent users of strategies that prove successful.

The teacher's role is to model, advocate, guide, support and celebrate success. Teachers need to know and be able to demonstrate a broad range of strategies from which students are 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.

Because senior high school students in the German Language and Culture Nine-year Program will have had experience with various strategies in previous years (grades 4–9), teachers will assist students in selecting strategies that are appropriate for their learning styles, skill levels and age.

By Grade 12, students will be able to use their preferred strategies appropriately and effectively to enhance their language learning, language use and general learning.

## General Outcome for Strategies

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

### S–1 language learning

#### German Language and Culture 10-9Y

#### German Language and Culture 20-9Y

#### German Language and Culture 30-9Y

*Students will be able to:*

S–1.1  
cognitive, metacognitive,  
social/affective

a. identify and use cognitive, metacognitive and social/affective strategies to enhance language learning in a variety of situations

a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance language learning in a variety of situations

a. use cognitive, metacognitive and social/affective strategies appropriately and effectively to enhance language learning

*Examples of cognitive language learning strategies:*

- listen attentively
- incorporate new vocabulary or sentence patterns
- commit to memory new words by repeating them silently or aloud
- repeat words or phrases in the course of performing a language task
- seek the precise term to express meaning
- place new words or expressions in a context to make them easier to remember
- associate new words or expressions with familiar ones
- maintain a private language learning journal
- perceive and note in a personal journal or dictionary any unknown words and expressions, noting also their context and function
- use mental images to remember new information
- look for patterns and relationships; e.g., structures, meaning
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- group together sets of things—vocabulary, structures—that have similar characteristics
- experiment with various elements of the language
- identify similarities and differences between aspects of German and your own language(s)
- use previously acquired knowledge to facilitate a learning task
- find information by using reference materials such as dictionaries, textbooks, grammars and online resources or by seeking out German speakers (family members, friends, community members)
- use available technological aids that support language learning
- use induction to generate rules governing language use

(continued)

*Examples of metacognitive language learning strategies:*

- decide in advance to attend to the learning task
  - make a plan in advance about how to approach a language learning task
  - set realistic, achievable and appropriate goals
  - listen or read for key words
  - decide in advance to attend to specific aspects of input
  - know how strategies may enable comprehension of texts containing unknown elements
  - rehearse or role-play language
  - recognize the potential of learning through direct exposure to the language
  - seek opportunities inside and outside of class to practise and observe
  - check copied writing for accuracy
  - monitor speech and writing to check for and correct persistent errors
  - reflect on learning tasks with the guidance of the teacher
  - reflect on the listening, speaking, reading and writing process
  - evaluate your performance or comprehension at the end of a task
  - accept suggestions for improvement
  - reflect on the task at hand, identify potential problems that may hinder successful completion of the task, and brainstorm/create a list of possible solutions to use before working on the task and at various stages during the task
  - experience various forms of language acquisition, and identify one or more you consider to be particularly useful personally
  - make choices about how you learn best
  - understand that language learning is a lifelong process
- 

*Examples of social/affective language learning strategies:*

- understand that making mistakes is a natural part of language learning
  - be willing to take risks and to try unfamiliar tasks and approaches
  - continue to explore ways to reduce anxiety and increase your level of comfort and self-confidence in using the language in a variety of situations
  - initiate or maintain interaction with others; e.g.,
    - observe and imitate German speakers
    - participate in shared reading experiences
    - invite native speakers from the community to be guests in the class
    - seek opportunities outside of class to interact with community members
    - work cooperatively with peers in small groups
  - participate actively in brainstorming and conferencing as prewriting and postwriting exercises
  - work with others to solve problems and get feedback on tasks
  - experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
  - repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
  - reread familiar self-chosen texts to enhance understanding and enjoyment
  - provide personal motivation by arranging your own rewards when successful
  - learn from/with peers
-



## General Outcome for Strategies

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

### S–2 language use

#### German Language and Culture 10-9Y

#### German Language and Culture 20-9Y

#### German Language and Culture 30-9Y

*Students will be able to:*

S–2.1  
interactive, interpretive,  
productive

a. identify and use interactive, interpretive and productive strategies to enhance language use in a variety of situations

a. select and use appropriate interactive, interpretive and productive strategies to enhance language use in a variety of situations

a. use interactive, interpretive and productive strategies appropriately and effectively in a variety of situations to enhance language use

*Examples of interactive language use strategies:*

- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- ask for clarification or repetition when you do not understand; e.g., *Was meinst du damit? Kannst du das bitte wiederholen?*
- ask follow-up questions to check for understanding; e.g., *Verstehst du, was ich meine?*
- indicate lack of understanding of German text/expressions nonverbally or verbally; e.g., raised eyebrows, blank look, *Wie bitte? Entschuldigung? Das habe ich nicht verstanden.*
- use a simple word similar to the concept to convey, and invite correction; e.g., *Fisch* for *Forelle*
- ask for confirmation that a form used is correct; e.g., *Kann man das 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 ...?*
- use other speakers’ words in subsequent interactions
- assess feedback from a conversation partner to recognize when a message has not been understood
- self-correct if errors lead to misunderstandings
- invite others into the discussion
- summarize the point reached in a discussion to help focus the talk
- use suitable phrases to intervene in a discussion; e.g., *Da wir gerade dabei sind, ...*
- start again, using a different tactic, when communication breaks down; e.g., *Was ich damit sagen will, ...*

(continued)

*Examples of interpretive language use strategies:*

- note gestures, intonation and visual supports that aid comprehension
  - make connections between texts on the one hand and prior knowledge and personal experience on the other
  - use illustrations and prediction strategies to aid reading comprehension
  - determine the purpose of listening, viewing or reading
  - listen or look for key words
  - listen selectively or read selectively based on purpose
  - use knowledge of the sound–symbol system to aid reading comprehension
  - use key content words or discourse markers to follow an extended text
  - infer probable meanings of unknown words or expressions from contextual clues
  - reread several times to understand complex ideas
  - use skimming and scanning to locate key information in texts
  - summarize information gathered
  - assess your information needs before listening, viewing or reading
  - make predictions about what you expect to hear or read based on prior knowledge and personal experience
  - prepare questions or a guide to note information found in a text
- 

*Examples of productive language use strategies:*

- use nonverbal means to communicate
  - use songs, rhyming schemes, word games, tongue twisters, acronyms and poetry in fun ways
  - use familiar repetitive patterns from stories, songs or media
  - incorporate newly modelled words/expressions
  - use learned lexical items (words and expressions) and structures (grammatical elements and syntax) to create and give effective presentations
  - use knowledge of sentence patterns to form new sentences
  - use illustrations to provide detail when producing your own texts
  - take notes in German when reading or listening to assist in producing your own text
  - paraphrase and summarize texts
  - use a variety of resources to correct texts
  - use resources such as an English–German dictionary or a German dictionary to increase vocabulary
  - edit and proofread the final version of a text
  - use various techniques to explore ideas at the planning stage, such as brainstorming, word webs, flowcharts, or keeping a notebook or log of ideas
  - use the 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)
-

### General Outcome for Strategies

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

### S-3 general learning

	German Language and Culture 10-9Y	German Language and Culture 20-9Y	German Language and Culture 30-9Y
	<i>Students will be able to:</i>		
S-3.1 cognitive, metacognitive, social/affective	a. identify and use cognitive, metacognitive and social/affective strategies to enhance general learning in a variety of situations	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance general learning in a variety of situations	a. use cognitive, metacognitive and social/affective strategies appropriately and effectively to enhance general learning

#### *Examples of cognitive general learning strategies:*

- classify objects and ideas according to their attributes; e.g., sports played/watched, indoor/outdoor activities, types of summer jobs
- connect what you already know to what is being learned
- write down key words and concepts in abbreviated form
- use previously acquired knowledge or skills to assist with a new learning task
- identify patterns, e.g., grammar, sentence patterns, to create your own text (oral, written)
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- use mental images to remember new information
- experiment with, and concentrate on, one thing at a time
- formulate key questions to guide research
- distinguish between fact and opinion when using a variety of sources of information
- make inferences, and identify and justify the evidence on which these inferences are based
- seek information through a network of sources, including libraries, online resources, individuals and agencies

(continued)

*Examples of metacognitive general learning strategies:*

- identify your needs and interests
  - take responsibility for planning, monitoring and evaluating your learning experiences
  - make a plan in advance about how to approach a task
  - divide an overall learning task into a number of subtasks
  - work with others to monitor your learning
  - develop criteria for evaluating your work
  - choose from among learning options
  - discover how your efforts can affect learning
  - reflect on learning tasks
  - reflect upon your thinking processes and how you learn
  - reflect on time management for effective learning
  - manage your physical working environment
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*Examples of social/affective general learning strategies:*

- follow your natural curiosity and intrinsic motivation to learn
  - choose learning activities that enhance understanding and enjoyment
  - be willing to take risks and to try unfamiliar tasks and approaches
  - be encouraged to try, even though you might make mistakes
  - monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., positive self-talk or seeking advice/encouragement
  - use positive thinking and/or self-talk as a way to persevere on a difficult task
  - participate in cooperative group learning tasks
  - use social interaction skills to enhance group learning activities
  - seek help from others
  - take part in group decision-making processes
  - participate in and/or initiate group problem-solving processes
  - observe and imitate the successful learning strategies of others
  - use support strategies to help peers persevere at learning tasks
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