

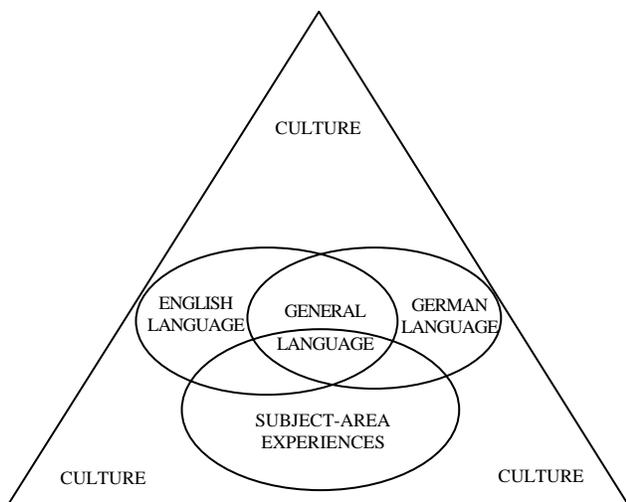
---

# GERMAN LANGUAGE ARTS

## 10–20–30

### INTRODUCTION

German language arts is an integral part of German bilingual programming. The German Language Arts 10–20–30 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 10–20–30 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 10–20–30 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 10–20–30 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 10–20–30 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.

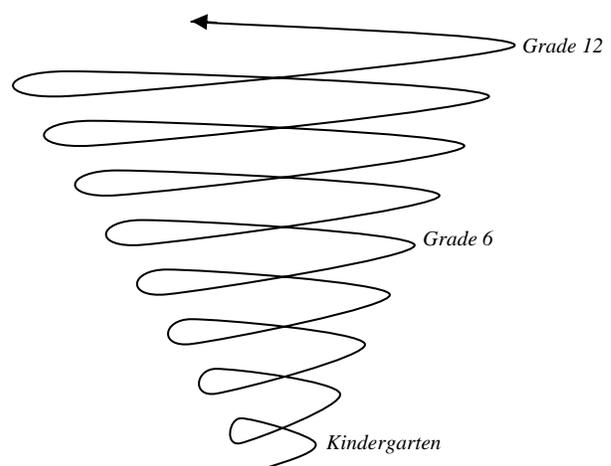
### **German bilingual programming develops global citizenship skills**

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 10–20–30 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.



## **PURPOSE OF THE PROGRAM OF STUDIES**

The German Language Arts 10–20–30 Program of Studies provides a progression of specific outcomes across the three senior high school courses: German Language Arts 10, German Language Arts 20 and German Language Arts 30. Most often, the outcomes reflect a progression of development intended to match the developmental stages of students. The specific outcomes for each course reflect the knowledge, skills and attitudes that students are expected to achieve by the end of that course. Students are expected to demonstrate the specific outcomes for the current course and build upon their prior knowledge and skills from previous grades/courses.

The German Language Arts 10–20–30 program is intended for those who have studied German Language Arts in Kindergarten to Grade 9.

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 10–20–30 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 course, 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 10–20–30 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 10–20–30 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 course. 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. Specific descriptions are then provided in each specific outcome for each course.

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 course 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*

#### German Language Arts 10

#### German Language Arts 20

#### German Language Arts 30

*Students will be able to:*

1. synthesize ideas from personal experiences and other sources to focus a topic

1. generate, evaluate and select ideas to achieve personal communication purposes, and choose a form appropriate to audience and purpose

1. consider personal needs, topic, purpose and audience when generating ideas

2. use a variety of forms to match content, audience and purpose

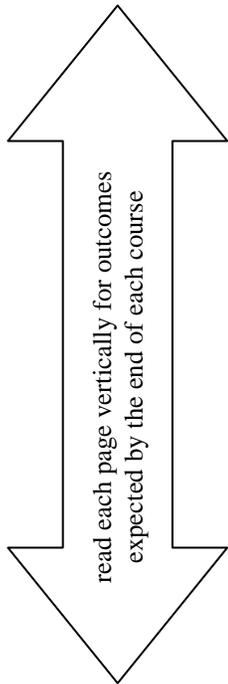
2. use and adapt a variety of forms to match content, audience and purpose

2. use a variety of forms appropriate to identified content, audience and purpose

3. experiment with more than one organizational structure for their own oral, print, visual and multimedia texts

3. use organizational structures and techniques encountered in listening, reading and viewing experiences to enhance their own oral, print, visual and multimedia texts

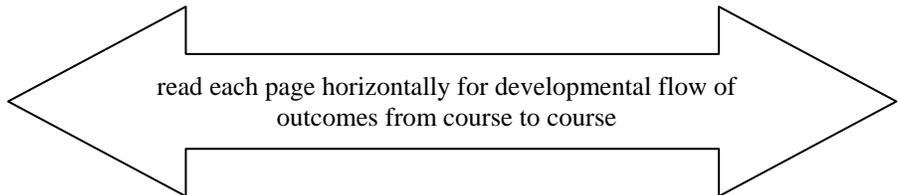
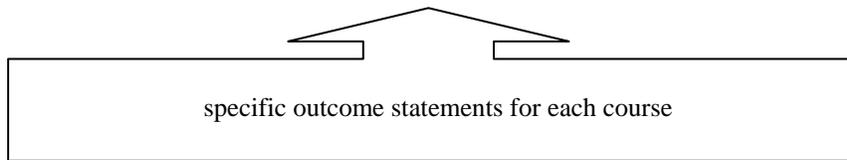
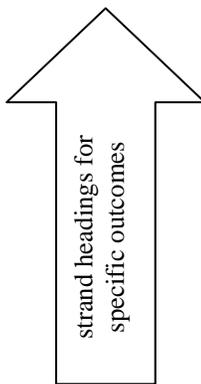
3. understand the importance of organizing oral, print, visual and multimedia texts to achieve purposes



generate ideas

choose text forms

organize ideas



## **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 the 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 course 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

	German Language Arts 10	German Language Arts 20	German Language Arts 30
	<i>Students will be able to:</i>		
express ideas	1. recognize the value of exploratory language in discovering and expanding understanding and viewpoints	1. summarize and speculate on ideas, observations and opinions of themselves and others	1. speculate on and hypothesize about ideas, observations and opinions
consider others' ideas	2. seek information to add to current understanding	2. formulate personal understanding and interpretations	2. discuss personal understanding and interpretations
experiment with language	3. expand forms of self-expression in oral, print, visual and multimedia forms	3. expand forms of self-expression to include comparative analysis	3. expand forms of self-expression
express preferences	4. explore a variety of texts and genres by particular writers, artists, storytellers and filmmakers other than those of personal preference	4. explain the value of pursuing personal preferences for a variety of texts and genres by particular writers, artists, storytellers and filmmakers	4. use experiences with a variety of texts and genres by particular writers, artists, storytellers and filmmakers for enjoyment and satisfaction
set goals	5. demonstrate confidence in personal language learning and use in a variety of formal and informal contexts	5. demonstrate self-direction, self-appraisal and open-mindedness in language learning and use	5. demonstrate self-direction, self-appraisal and open-mindedness in language learning and use, and recognize themselves as lifelong learners

## 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

	German Language Arts 10	German Language Arts 20	German Language Arts 30
	<i>Students will be able to:</i>		
develop understanding	1. analyze connections between new and prior knowledge and ideas to clarify understanding for themselves and others	1. analyze and synthesize connections between new and prior knowledge, ideas and experiences to clarify and shape understanding	1. analyze and synthesize connections between new and prior knowledge, ideas and experiences to clarify and shape understanding
explain opinions	2. reflect on changing personal viewpoints and anticipate possible consequences	2. reflect on changing personal viewpoints and anticipate possible consequences	2. reflect critically on changing viewpoints, and identify questions and ideas that merit further thought or reflection
combine ideas	3. develop a repertoire of organizational structures to clarify ideas and information and to bring order to their own thinking	3. expand their repertoire of organizational structures to clarify ideas and information and to bring order to their own thinking	3. use a variety of organizational structures to clarify ideas and information and to bring order to their own thinking
extend understanding	4. ask discriminating questions to interpret, evaluate and reflect on ideas and information	4. explore divergent viewpoints for relevance and validity	4. examine and interpret alternative perspectives, and arrive at and articulate new understanding

## General 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.

### 2.1 Use Strategies and Cues

	German Language Arts 10	German Language Arts 20	German Language Arts 30
	<i>Students will be able to:</i>		
prior knowledge	1. analyze and explain connections between diverse experiences, prior knowledge and a variety of texts	1. analyze and explain connections between diverse experiences, prior knowledge and a variety of texts	1. analyze and explain connections between diverse experiences, prior knowledge and a variety of texts
comprehension strategies	2. use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages	2. apply and adjust strategies for comprehending a variety of texts, and use their own repertoire of strategies to monitor interpretations	2. apply and adjust strategies for comprehending a variety of texts, and determine the accuracy of interpretations when paraphrasing and summarizing ideas
textual cues	3. use textual cues and prominent organizational patterns within texts to confirm meaning and interpret texts	3. use textual cues, prominent organizational patterns within texts and stylistic techniques to construct and confirm meaning and interpret texts	3. use textual cues, prominent organizational patterns within texts and stylistic techniques to construct and confirm meaning and interpret texts
cueing systems	4. use appropriate syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts	4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts	4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts

## General 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

	<b>German Language Arts 10</b>	<b>German Language Arts 20</b>	<b>German Language Arts 30</b>
	<i>Students will be able to:</i>		
experience various texts	1. experience texts from a variety of genres and cultural traditions, and explain interpretations of the texts	1. experience texts from a variety of genres and cultural traditions, and explain various interpretations of the same text	1. experience a range of texts from a variety of genres and cultural traditions, and consider alternative interpretations and evaluations
connect self, texts and culture	2. compare the portrayals of people, events or perspectives from a variety of oral, print, visual and multimedia texts	2. compare the themes portrayed in a variety of oral, print, visual and multimedia texts	2. compare the themes and values portrayed in a variety of oral, print, visual and multimedia texts
appreciate the artistry of texts	3. discuss how word choice and supporting details in oral, print, visual and multimedia texts affect purpose and audience	3. examine how word choice in oral, print, visual and multimedia texts alters and enhances mood or meaning and affects audience	3. analyze how word choice and visual images in oral, print, visual and multimedia texts create a composite meaning and effect

## 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

	German Language Arts 10	German Language Arts 20	German Language Arts 30
<i>Students will be able to:</i>			
forms and genres	1. describe various oral, print, visual and multimedia forms and genres	1. recognize unique characteristics of a variety of oral, print, visual and multimedia forms and genres	1. understand how choice of genre and form affects audience response
techniques and elements	2. examine how plot, character and setting contribute to an overall theme, and recognize the effectiveness of techniques used in oral, print, visual and multimedia texts	2. analyze how plot, character, setting and mood enhance meaning, and evaluate the effectiveness of techniques used in oral, print, visual and multimedia texts	2. evaluate how elements and techniques are combined to create effect
vocabulary	3. recognize uses and abuses of slang, colloquialism and jargon	3. recognize the use of archaic language and examine how word usage evolves over time	3. recognize the derivation of specialized and technical language and the role of culture and invention in word creation and usage, e.g., computer terminology
experiment with language	4. analyze ways in which creative uses of language influence thought, emotion and meaning, and identify how symbols are used to represent abstract ideas	4. evaluate ways in which creative uses of language develop a personal style, and evaluate the effectiveness of media techniques and devices	4. evaluate ways in which creative uses of language develop a personal style, and evaluate the effectiveness of media techniques and devices, e.g., fades, close-ups and flashbacks
create original texts	5. create original texts, such as editorials, plays, displays, photographs and media presentations, to communicate and demonstrate understanding of forms and techniques	5. create original texts, such as biographies, audio or video presentations and photo essays, to communicate and demonstrate understanding of forms and techniques	5. create original texts, such as multimedia presentations, artistic representations and personal compositions, to communicate and demonstrate understanding of forms and techniques



### General Outcome 3

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

#### 3.1 Plan and Focus

	German Language Arts 10	German Language Arts 20	German Language Arts 30
	<i>Students will be able to:</i>		
use personal knowledge	1. use personal expertise and that of others on a topic to determine inquiry or research focus	1. reflect on their own expertise and information and that of others to identify topic interests, depth of knowledge and information needs for inquiry or research	1. reflect on personal understanding and knowledge to determine topic interests, gaps in knowledge and inquiry or research objectives
ask questions	2. develop focused inquiry or research questions to anticipate personal and audience needs on a topic	2. formulate and adjust inquiry or research questions to focus a topic and purpose	2. develop effective, focused inquiry or research questions
participate in group inquiry	3. collaborate to identify group knowledge base and determine inquiry or research topic focus	3. collaborate to identify group knowledge base and determine inquiry or research topic focus	3. collaborate to determine their own knowledge base and that of others, and determine inquiry or research topic focus
create and follow a plan	4. prepare, use and adjust an inquiry or research plan as needed to access relevant information and ideas independently using a variety of methods	4. prepare, use and revise an inquiry or research plan, and locate, access and record relevant information from a variety of sources	4. prepare, use and revise an inquiry or research plan, and locate, access, evaluate and select relevant information independently from a variety of sources

### General Outcome 3

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

### 3.2 *Select and Process*

	German Language Arts 10	German Language Arts 20	German Language Arts 30
	<i>Students will be able to:</i>		
identify personal and peer knowledge	1. access, record and appraise personal expertise on an inquiry or research topic, and initiate inquiry or research, using pre-established criteria	1. access, record and appraise personal expertise on an inquiry or research topic, and focus inquiry or research according to pre-established organization of a project	1. identify personal knowledge of a topic and design projects to generate additional knowledge and ideas
identify sources	2. identify a range of diverse information sources to satisfy inquiry or research needs	2. identify a range of information sources on an inquiry or research topic	2. identify a range of diverse forms of information sources to satisfy information needs
evaluate sources	3. evaluate the quality of information sources and perspectives for a particular inquiry or research plan	3. evaluate the reliability and credibility of information sources	3. evaluate potential information sources for breadth, depth, reliability, validity and accessibility
access information	4. expand and use a variety of skills to access information and ideas from a variety of sources	4. use a combination of information retrieval knowledge and skills for particular topics and purposes, and expand and use a variety of skills to access information and ideas from a variety of sources	4. use information retrieval knowledge and skills to access and make sense of information, and create personalized strategies to accomplish a task based on the time available and the depth of the topic
make sense of information	5. identify a variety of factors that affect meaning, and use effective listening, reading and viewing techniques	5. identify and analyze a variety of factors that affect meaning; skim and scan for required information; and use effective listening, reading and viewing techniques	5. identify and analyze a variety of factors that affect meaning, and listen, read and view actively for themes, main ideas and supporting details of speakers and writers

### General Outcome 3

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

### 3.3 Organize, Record and Assess

	German Language Arts 10	German Language Arts 20	German Language Arts 30
	<i>Students will be able to:</i>		
organize information	1. organize and reorganize information and ideas in a variety of forms for different purposes	1. develop flexibility and independence in organizing information and ideas, using a variety of strategies	1. organize information and ideas according to topic, purpose, form of presentation and final product
record information	2. record information and ideas, using a variety of organizational structures appropriate to purpose, and reference sources	2. record and summarize facts and information from a variety of sources, and reference sources	2. record and summarize information and perspectives from a variety of sources and presentation forms
evaluate information	3. evaluate collected information for completeness, accuracy, relevance and effectiveness, and address information gaps for particular forms, audiences and purposes	3. evaluate collected information for completeness, accuracy, currency and relevance for particular forms, audiences and purposes	3. evaluate collected information for completeness, accuracy, currency, relevance and effectiveness for particular forms, audiences and purposes
develop new understanding	4. integrate new information with prior knowledge to form new ideas, and reflect on implications of inquiry or research methods and conclusions	4. synthesize a variety of perspectives and consider alternative methods of reaching inquiry or research goals	4. evaluate the contribution of new information to personal knowledge base, and self-assess inquiry, research, authoring and presentation skills



## General 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*

	<b>German Language Arts 10</b>	<b>German Language Arts 20</b>	<b>German Language Arts 30</b>
	<i>Students will be able to:</i>		
generate ideas	1. synthesize ideas from personal experiences and other sources to focus a topic	1. generate, evaluate and select ideas to achieve personal communication purposes, and choose a form appropriate to audience and purpose	1. consider personal needs, topic, purpose and audience when generating ideas
choose text forms	2. use a variety of forms to match content, audience and purpose	2. use and adapt a variety of forms to match content, audience and purpose	2. use a variety of forms appropriate to identified content, audience and purpose
organize ideas	3. experiment with more than one organizational structure for their own oral, print, visual and multimedia texts	3. use organizational structures and techniques encountered in listening, reading and viewing experiences to enhance their own oral, print, visual and multimedia texts	3. understand the importance of organizing oral, print, visual and multimedia texts to achieve purposes

## 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

	German Language Arts 10	German Language Arts 20	German Language Arts 30
<i>Students will be able to:</i>			
appraise own and others' work	1. share their own work in a variety of forums, and appraise their own work and respond to the work of others using pre-established criteria	1. share their own work in a variety of forums, and respond to and appraise their own ideas, language use and forms, and those of others, relative to purpose and audience	1. share their own work in a variety of forums, and respond to and appraise the effectiveness of their own work and that of others
revise content	2. recognize a variety of communication styles appropriate in both public and personal contexts	2. use words that are precise, use vivid adjectives and adverbs, and experiment with figurative language	2. apply communication styles for a variety of purposes, such as dramatic effect, personal introduction and formal debate, and use precise and appropriate language in context
enhance legibility	3. use desktop publishing to adapt, combine and create documents	3. use a combination of technological and non-technological forms to create multimedia presentations and documents	3. use a combination of technological and non-technological forms to publish and create multimedia presentations
enhance artistry	4. analyze drafts and revise to enhance clarity of expression	4. analyze drafts and revise to ensure coherence and unity	4. analyze drafts and revise to ensure unity, emphasis and coherence
enhance presentation	5. prepare compositions, presentations, reports, essays and inquiry or research projects with effective organization and adequate detail	5. use a variety of styles and formats for descriptive, narrative and expository compositions, and use research to support and enhance description	5. use logical and persuasive language, and incorporate information into a variety of forms and styles for effective, creative expression of ideas, feelings and information

## General 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

	German Language Arts 10	German Language Arts 20	German Language Arts 30
	<i>Students will be able to:</i>		
grammar and usage	1. edit for basic grammatical accuracy, appropriate style and emphasis for intended audience and purpose	1. proofread for errors in language usage and grammar	1. adjust grammatical structures to ensure clarity and achieve desired style and form
spelling	2. know and apply spelling conventions consistently, and monitor for correctness when editing and proofreading using appropriate resources	2. know and apply spelling conventions consistently when editing and proofreading	2. know and apply spelling conventions consistently when editing and proofreading
capitalization and punctuation	3. know and apply writing conventions when editing and proofreading	3. know and apply writing conventions when editing and proofreading	3. know and apply writing conventions when editing and proofreading

## General 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*

	<b>German Language Arts 10</b>	<b>German Language Arts 20</b>	<b>German Language Arts 30</b>
<i>Students will be able to:</i>			
share ideas and information	1. plan and present sessions on particular topics using a variety of techniques	1. plan and present or facilitate sessions on particular topics using a variety of techniques	1. organize and conduct class sessions on a specific topic using various strategies
effective oral and visual communication	2. communicate meaning, emphasis and mood effectively, and organize language for specific purposes, audiences and occasions	2. use voice production factors and nonverbal cues to communicate meaning, mood and interest; use tone and tempo for dramatic effect; give prepared talks from notes or memory; and participate effectively in interviews	2. select, adapt and shape language and presentation formats for specific subjects, purposes, audiences and occasions
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 understanding of presentation purpose

## 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*

	<b>German Language Arts 10</b>	<b>German Language Arts 20</b>	<b>German Language Arts 30</b>
	<i>Students will be able to:</i>		
share and compare responses	1. recognize and act upon the importance of respecting evidence, truth and views of others when discussing, describing or recording experiences	1. identify situations that require discussion to achieve mutual understanding, and act accordingly	1. recognize that communication influences knowledge and personal reflections
relate texts to culture	2. recognize and discuss ways in which oral, print, visual and multimedia texts reflect cultural and attitudinal influences	2. recognize and discuss the impact of historical setting, culture and literary tradition on a variety of oral, print, visual and multimedia texts	2. analyze ways in which cultural and social experiences shape personal responses to oral, print, visual and multimedia texts
appreciate diversity	3. analyze the role of language and oral, print, visual and multimedia texts in revealing and explaining the human condition	3. analyze how language and oral, print, visual and multimedia texts define personal roles and experiences	3. analyze how language and oral, print, visual and multimedia texts reflect and affect the human condition
celebrate special occasions	4. participate in using language to mark special events and occasions, and recognize that language performs a symbolic and ceremonial function	4. recognize and use the influence of language to signify the importance of special events that celebrate human experiences	4. analyze how language reflects and shapes human experiences

## General 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

	German Language Arts 10	German Language Arts 20	German Language Arts 30
	<i>Students will be able to:</i>		
cooperate with others	1. make and encourage contributions that advance a group's ideas or thinking	1. build and maintain cooperative relationships with others, and engage in peer coaching	1. demonstrate flexibility in working with others, engage in self-initiated peer learning situations, and recognize the merits and limitations of group work
work in groups	2. present group ideas and findings effectively to unfamiliar audiences	2. demonstrate facility in functioning as group members and group leaders	2. explain differences in roles between that of a group leader and that of a group member in a variety of situations
use language to show respect	3. use communication that supports balanced, fair and accurate portrayals of people across races, cultures, genders, ages and abilities	3. support group members in addressing exploitative or discriminatory situations, and explore and value diverse perspectives	3. recognize and monitor their personal role in creating and sustaining a positive learning community
evaluate group process	4. identify areas where others may require support and monitor their own ability to provide needed support	4. monitor and assess personal efforts and products regularly within a group context	4. demonstrate accountability as individuals and as group members

## LANGUAGE ARTS

### Specific Language Component

The Specific Language Component provides the linguistic elements of the German language that students are expected to acquire in the various courses. 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 for each course 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 course. 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 the language being learned and own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in the language being learned or in own language
- 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 the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify factors that might hinder successful completion of a task and seek solutions
- monitor 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 a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring 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 conversation
- 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 personal experience

- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in 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 a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, 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
- record key words and concepts in abbreviated form (verbal, graphic or numerical) to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources including libraries, the World Wide Web, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

### **Metacognitive**

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- 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 the task
- 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.

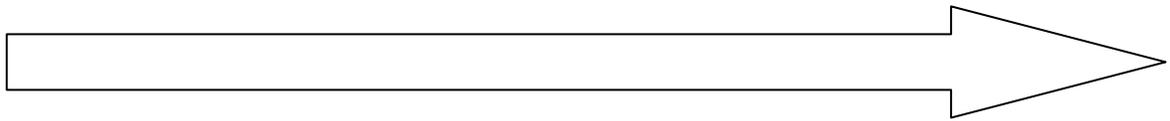


## General Outcome 6

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

### 6.1 Linguistic Elements

	German Language Arts 10	German Language Arts 20	German Language Arts 30
<i>Students will be able to:</i>			
sound-symbol system	1. apply knowledge of the sound-symbol system accurately in a variety of contexts	1. apply knowledge of the sound-symbol system accurately and effectively	1. apply knowledge of the sound-symbol system accurately and effectively in a variety of contexts
vocabulary	2. ensure the precision of messages by independently accessing needed vocabulary	2. use vocabulary and expressions correctly and appropriately in a variety of contexts	2. use vocabulary and expressions correctly, appropriately and effectively in a variety of contexts
grammatical elements	3. (see following page)	3. (see following page)	3. (see following page)
mechanical features	4. use German mechanical features effectively	4. use German mechanical features effectively	4. use German mechanical features effectively
discourse features	5. expand their repertoire and use German discourse features independently	5. expand their repertoire and use German discourse features independently	5. expand their repertoire and use German discourse features independently



**6.1 Linguistic Elements (continued)**

	<b>German Language Arts 10</b>	<b>German Language Arts 20</b>	<b>German Language Arts 30</b>
<b>Grammatical Elements</b>	<i>Students will be able to:</i>		
	a. use, in modelled situations, <sup>1</sup> the following grammatical elements: .....		
	<ul style="list-style-type: none"> <li>– subjunctive (<i>wäre, hätte</i>) and conditional (<i>würde</i>)</li> <li>– <i>da</i> and <i>wo</i> compounds (z.B. <i>wofür, worauf</i>)</li> <li>– all subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>– subject-object inversion</li> <li>– indirect speech (<i>er habe gesagt, sie sei gekommen, sie seien gefahren</i>)</li> </ul>	
b. use, in structured situations, <sup>2</sup> the following grammatical elements: .....			
<ul style="list-style-type: none"> <li>– reflexive verbs</li> <li>– passive forms</li> <li>– relative clauses in nominative, accusative and dative</li> <li>– prepositions with accusative, dative and genitive</li> <li>– adjectival endings</li> </ul>	<ul style="list-style-type: none"> <li>– passive form</li> <li>– subjunctive (<i>wäre, hätte</i>) and conditional (<i>würde</i>)</li> <li>– relative clauses in nominative, accusative, dative and genitive</li> <li>– all subordinating conjunctions</li> <li>– <i>da</i> and <i>wo</i> compounds (z.B. <i>wofür, worauf</i>)</li> </ul>	<ul style="list-style-type: none"> <li>– subjunctive forms (<i>wäre, hätte</i>) and conditional (<i>würde</i>)</li> </ul>	
c. use, independently and consistently, <sup>3</sup> the following grammatical elements: .....			
<ul style="list-style-type: none"> <li>– genitive case</li> <li>– possessive pronoun in accusative, dative and genitive</li> </ul>	<ul style="list-style-type: none"> <li>– reflexive verbs</li> <li>– adjectival endings</li> </ul>	<ul style="list-style-type: none"> <li>– passive forms</li> <li>– relative clauses in all cases</li> <li>– all subordinating conjunctions</li> <li>– <i>da</i> and <i>wo</i> compounds (z.B. <i>wofür, worauf</i>)</li> <li>– prepositions with accusative, dative, genitive</li> </ul>	

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

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.
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.

### 6.2 Language Competence

	German Language Arts 10	German Language Arts 20	German Language Arts 30
<i>Students will be able to:</i>			
listening	1. understand the main points and supporting details of oral lectures, presentations and other oral texts on familiar topics	1. understand the main points and supporting details of oral lectures, presentations and other oral texts on familiar and unfamiliar topics	1. understand the main points and supporting details of oral lectures, presentations and other oral texts on familiar and unfamiliar topics
speaking	2. present and support thoughts and ideas on familiar topics	2. present and support thoughts and ideas coherently on familiar and unfamiliar topics	2. present and support thoughts and ideas spontaneously, coherently and effectively on familiar and unfamiliar topics
reading	3. understand the main points and supporting details of texts on familiar topics	3. understand the main points and supporting details of texts on familiar and unfamiliar topics	3. understand the main points and supporting details of texts on familiar and unfamiliar topics
writing	4. organize and develop ideas coherently and effectively, with preparation, in writing on a range of topics	4. organize and develop ideas, coherently and effectively, mainly with preparation, in writing on a range of topics	4. organize and develop ideas coherently and effectively in writing on a range of topics
viewing	5. view and understand a variety of complex representations of ideas, events and information	5. view and understand a variety of complex representations of ideas, events and information	5. view and understand a variety of complex representations of ideas, events and information
representing	6. create effective representations of ideas, events and information	6. create coherent and effective representations of ideas, events and information	6. create coherent and effective representations of a variety of ideas, events and information

## General 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

	German Language Arts 10	German Language Arts 20	German Language Arts 30
<i>Students will be able to:</i>			
register	1. identify differences in register between spoken and written texts	1. adjust language to suit audience and purpose	1. use the appropriate level of formality with a variety of people in a variety of contexts
idiomatic expressions	2. interpret unfamiliar idiomatic expressions in a variety of contexts	2. explore and interpret idiomatic expressions in popular, contemporary culture	2. interpret unfamiliar idiomatic expressions, and use learned idiomatic expressions appropriately in a variety of situations
variations in language	3. identify some common regional or other variations in language	3. experiment with some variations in language	3. adapt to some variations in language
social conventions	4. use politeness conventions in a variety of contexts, e.g., use suitable language to engage listeners' attention when beginning to speak	4. use politeness conventions in a variety of contexts, e.g., how to interrupt politely in a conversation	4. interpret and use a variety of social conventions in a variety of situations
nonverbal communication	5. use nonverbal communication techniques in a variety of contexts	5. use nonverbal communication techniques in a variety of contexts	5. interpret and use a variety of nonverbal communication techniques in a variety of contexts

## General Outcome 6

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

### 6.4 Language Learning Strategies

	German Language Arts 10	German Language Arts 20	German Language Arts 30
<i>Students will be able to:</i>			
cognitive	1. select and use appropriate cognitive strategies to enhance language learning in a variety of situations, e.g., place new words or expressions in a context to make them easier to remember	1. use appropriate cognitive strategies effectively to enhance language learning in a variety of situations, e.g., use induction to generate rules governing language use	1. use appropriate cognitive strategies effectively to enhance language learning in a variety of contexts, e.g., seek opportunities outside of class to practise and observe
metacognitive	2. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations, e.g., identify problems that might hinder successful completion of a task and seek solutions	2. use appropriate metacognitive strategies effectively to enhance language learning in a variety of situations, e.g., monitor their own speech and writing to check for persistent errors	2. use appropriate metacognitive strategies effectively to enhance language learning in a variety of contexts, e.g., be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly
social/affective	3. select and use appropriate social and affective strategies to enhance language learning in a variety of situations, e.g., reduce anxiety by using mental techniques	3. use appropriate social and affective strategies effectively to enhance language learning in a variety of situations, e.g., work with others to solve problems and get feedback on tasks	3. use appropriate social and affective strategies effectively to enhance language learning in a variety of contexts, e.g., provide personal motivation by arranging rewards for themselves when successful

Further examples of language learning strategies are available on pages 25 and 26.

## 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

	German Language Arts 10	German Language Arts 20	German Language Arts 30
<i>Students will be able to:</i>			
interactive	1. select and use appropriate interactive strategies in a variety of situations, e.g., summarize the point reached in a discussion to help focus the talk	1. use appropriate interactive strategies effectively in a variety of situations, e.g., ask follow-up questions to check for understanding	1. use appropriate interactive strategies effectively in a variety of contexts, e.g., use suitable phrases to intervene in a discussion, self-correct if errors lead to misunderstandings
interpretive	2. select and use appropriate interpretive strategies in a variety of situations, e.g., summarize information gathered	2. use appropriate interpretive strategies effectively in a variety of situations, e.g., assess their own information needs before listening, viewing or reading	2. use appropriate interpretive strategies effectively in a variety of contexts, e.g., use skimming and scanning to locate key information in texts
productive	3. select and use appropriate productive strategies in a variety of situations, e.g., proofread and edit final version of text, apply grammar rules to improve accuracy at the correction stage	3. use appropriate productive strategies effectively in a variety of situations, e.g., use circumlocution and definition to compensate for gaps in vocabulary	3. use appropriate productive strategies effectively in a variety of contexts, e.g., compensate for avoiding difficult structures by rephrasing

**Further examples of language use strategies are available on pages 26 to 28.**

## 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

	German Language Arts 10	German Language Arts 20	German Language Arts 30
<i>Students will be able to:</i>			
cognitive	1. select and use appropriate cognitive strategies to enhance general learning in a variety of situations, e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember	1. select and use appropriate cognitive strategies to enhance general learning in a variety of situations, e.g., seek information through a network of sources including libraries, the World Wide Web, individuals and agencies	1. use appropriate cognitive strategies effectively to enhance general learning in a variety of contexts, e.g., use previously acquired knowledge or skills to assist with new learning tasks
metacognitive	2. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, e.g., develop criteria for evaluating their own work	2. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, e.g., reflect upon their thinking processes and how they learn	2. use appropriate metacognitive strategies effectively to enhance general learning in a variety of contexts, e.g., take responsibility for planning, monitoring and evaluating learning experiences
social/affective	3. select and use appropriate social and affective strategies to enhance general learning in a variety of situations, e.g., use self-talk to make themselves feel competent to do tasks	3. select and use appropriate social and affective strategies to enhance general learning in a variety of situations, e.g., monitor their level of anxiety about learning tasks and take measures to lower it if necessary	3. use appropriate social and affective strategies effectively to enhance general learning in a variety of contexts, e.g., use social interaction skills to enhance group learning tasks

**Further examples of general learning strategies are available on page 28.**



## CULTURE

The Culture section supports the development, in each student, of a positive self-concept, a strong self-identity 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

	German Language Arts 10	German Language Arts 20	German Language Arts 30
valuing German language and the cultures of German-speaking peoples	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"><li>1. participate in and contribute to activities in which knowledge and skills related to German will be applied</li></ol>	<ol style="list-style-type: none"><li>1. participate in and contribute to intercultural interactions, such as exchanges, visitations and pen-pal activities with German speakers</li></ol>	<ol style="list-style-type: none"><li>1. choose to engage in activities that will promote their own lifelong cultural development</li></ol>
valuing bilingualism/ multiculturalism	<ol style="list-style-type: none"><li>2. participate in and contribute to activities in which bilingual/multicultural knowledge and skills will be applied</li></ol>	<ol style="list-style-type: none"><li>2. participate in and contribute to intercultural interactions, such as exchanges, visitations and pen-pal activities</li></ol>	<ol style="list-style-type: none"><li>2. choose to engage in activities that will promote their own lifelong bilingual/multicultural development</li></ol>

## 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

	<b>German Language Arts 10</b>	<b>German Language Arts 20</b>	<b>German Language Arts 30</b>
	<i>Students will be able to:</i>		
historical elements	1. recognize and appreciate the influence and contributions of major historical events, historical figures and developments of German cultures	1. examine various perspectives regarding the influence and contributions of major historical events, historical figures and developments of German cultures	1. identify and analyze how historical experiences have shaped the contemporary German language and cultures
contemporary elements	2. recognize and appreciate the influence and contributions of contemporary events, contemporary figures and developments of German cultures	2. examine various perspectives regarding the influence and contributions of contemporary events, contemporary figures and developments of German cultures	2. identify and analyze the impact of contemporary influences on German language and cultures
diversity	3. compare and contrast various perspectives on diversity of German language and cultures	3. compare and contrast various perspectives on diversity of German language and cultures	3. identify and analyze how historical and current diversity has shaped the contemporary German language and cultures
change	4. examine historical influences that have impacted German cultures	4. examine contemporary influences that have impacted German cultures	4. identify and analyze the significance of historical and contemporary changes of German cultures on the rest of the world

## 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

	German Language Arts 10	German Language Arts 20	German Language Arts 30
	<i>Students will be able to:</i>		
valuing diversity	1. identify and analyze how Canada's response to diversity has changed, and identify the benefits of a pluralistic approach	1. analyze and understand the significance of diversity in shaping contemporary and future opportunities for growth	1. participate in various individual, group, school and community activities that celebrate diversity and promote intercultural understanding
valuing similarity	2. identify and explain how common human experiences and needs are reflected in the culture, social structure and day-to-day patterns of behaviour in Canada	2. identify and explain how common human experiences and needs are reflected in the culture, social structure and day-to-day patterns of behaviour in different societies	2. identify, explain and analyze how common human experiences and needs are reflected in various societies around the world
contributing to community	3. participate in various school and community events to promote intercultural understanding	3. participate in various school, community and Canadian events to promote intercultural understanding	3. participate in and contribute to individual, group, school and community activities using their German language and cultural knowledge and skills

## 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

	German Language Arts 10	German Language Arts 20	German Language Arts 30
	<i>Students will be able to:</i>		
responsible citizenship	1. identify and analyze a citizen's roles and responsibilities in interrelated local, national and international contexts	1. participate in group decision making and problem solving in ways that demonstrate concern for others and understanding of responsibilities as citizens	1. examine global conflict and cooperation among nations
interdependence	2. explore ways in which peoples and nations are linked in an interrelated global system	2. explore how global links and interdependency affect one's role as a citizen in one nation among many	2. examine the local and global consequences of individual and collective decision making
intercultural skills	3. examine attitudes and values that contribute to cross-cultural understanding	3. identify how intercultural and multicultural organizations have influenced global citizenship	3. demonstrate cultural sensitivity and awareness of cultural diversity in everyday situations through appropriate behaviour and language
future opportunities	4. examine their plans for further development of the knowledge, skills and attitudes required for effective participation in the global community, workplace and marketplace	4. apply bilingual and multicultural knowledge and skills in specific activities that will further develop skills required for effective participation in the global community, workplace and marketplace	4. apply bilingual and multicultural knowledge and skills in specific activities that will promote skill development and opportunities for future participation in the global community, workplace and marketplace