

# German

**LANGUAGE and CULTURE**

10

— 3Y

20

— 3Y

30

— 3Y

**3**-YEAR PROGRAM  
*Guide to Implementation*

**we** encourage

Alberta

Government of Alberta





**3**-YEAR PROGRAM  
*Guide to Implementation*

# German

LANGUAGE and CULTURE

10-3Y, 20-3Y, 30-3Y

2011

## Alberta Education Cataloguing in Publication Data

Alberta. Alberta Education. Curriculum Sector: Arts, Communications and Citizenship.

German language and culture : 3-year program guide to implementation, 10-3Y, 20-3Y, 30-3Y.

ISBN 978-0-7785-9293-8

Available online: <http://education.alberta.ca/teachers/program/interlang/german.aspx>.

1. German language – Study and teaching – Alberta.
  2. Education – Alberta – Curricula. 3. German language – Outlines, syllabi, etc. – Alberta.
- I. Title. II. Series: International languages.

PF3118 A333 2011

430.07

For further information, contact:

Alberta Education  
Curriculum Sector: Arts, Communications and Citizenship  
8th Floor, 44 Capital Boulevard  
10044 – 108 Street NW  
Edmonton, Alberta T5J 5E6  
Telephone: 780-427-2984 in Edmonton or  
toll-free in Alberta by dialling 310-0000  
Fax: 780-422-0576

The primary audience for this resource is:

Teachers	✓
Administrators	
Students	
Parents	

Several Web sites are listed in this resource. These sites are listed as a service only to identify potentially useful ideas for teaching and learning. Alberta Education is not responsible for maintaining these external sites, nor does the listing of these sites constitute or imply endorsement of their content. The Crown and its agents, employees or contractors will not be liable for any direct or indirect damages arising from the use of any of these sites. The responsibility to evaluate these sites rests with the user.

Note: All Web site addresses were confirmed as accurate at the time of publication but are subject to change.

Copyright © 2011, the Crown in Right of Alberta, as represented by the Minister of Education. Alberta Education, Curriculum Sector: Arts, Communications and Citizenship, 8th Floor, 44 Capital Boulevard, 10044 – 108 Street NW, Edmonton, Alberta, Canada, T5J 5E6.

Every effort has been made to provide proper acknowledgement of original sources. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.

Permission is given by the copyright owner to reproduce this resource for educational purposes and on a nonprofit basis, with the exception of materials cited for which Alberta Education does not own copyright.

Permission is also granted for sharing the electronic files via network capabilities at the school or jurisdiction level.

## Acknowledgements

---

Alberta Education gratefully acknowledges the many teachers, school authorities, groups and other individuals who contributed to the writing and/or provided suggestions, feedback and language validation over the course of development of the *German Language and Culture Three-year Program Guide to Implementation*.

Alberta Education would also like to acknowledge Federal Office of Administration (BVA) Central Agency of Schools Abroad for its support through the provision of special advisors to the department.

The following Alberta Education staff were involved in the development and production of this guide:

Joan Engel	Director, Arts, Communications and Citizenship Branch
Xenia Bubel	Curriculum Manager, Languages
Christine Bexte	Curriculum Manager
Kim Blevins	Document Production Coordinator
Lee Harper	Desktop Publishing
Liliya Pantelyuk	Desktop Publishing
Esther Yong	Desktop Publishing
Sandra Mukai	Copyright



# Table of Contents

<b>Acknowledgements</b> .....	iii
<b>Chapter 1: Introduction</b> .....	1
Purpose of This Guide .....	1
Understanding the Learner .....	4
Multiple Intelligences and Second Language Learning .....	6
Brain Research and Second Language Learning .....	10
Bloom’s Taxonomy .....	11
Benefits of Second Language Learning .....	13
<b>Chapter 2: Planning</b> .....	15
Introduction .....	15
Program of Studies .....	15
Planning Considerations .....	19
Planning Approaches .....	23
Year Plans .....	26
Unit Plans .....	26
Lesson Plans .....	31
<b>Chapter 3: Learning and Instructional Strategies</b> .....	35
Learning Strategies .....	35
Instructional Strategies .....	39
Using Technology in the Classroom .....	67
<b>Chapter 4: Students with Special Education Needs</b> .....	73
Characteristics of Students with Special Education Needs .....	73
Differentiated Instruction .....	75
Using Collaborative Learning .....	78
Strategies for Students with Attention Difficulties .....	79
Strategies for Students with Memory Difficulties .....	81
Strategies for Students with Listening Difficulties .....	84
Strategies for Students with Reading Difficulties .....	85
Cognitive Strategy Instruction .....	87
The Importance of Motivation .....	87
<b>Chapter 5: Students Who Are Gifted</b> .....	91
Characteristics of Students Who Are Gifted .....	91
Implications for Learning and Teaching .....	95
Advanced Thinking Processes .....	100
Mentorships .....	102
Providing Additional Opportunities .....	103
<b>Chapter 6: English as a Second Language Learners</b> .....	105
English as a Second Language (ESL) Learners .....	105
Implications of Learning Multiple Languages Concurrently .....	112
Second Language Acquisition .....	112
Choosing Instructional Strategies .....	116
Suggestions for Assessment .....	117

<b>Chapter 7: Classroom Assessment</b> .....	119
Introduction .....	119
Assessment .....	119
Evaluation .....	120
Assessment for Learning (Formative) and Assessment of Learning (Summative) .....	121
Determining the Assessment Purpose .....	123
Principles of Effective Classroom Assessment .....	125
Assessment Accommodations for Students with Special Education Needs .....	128
Student-directed Assessment .....	129
Teacher-directed Assessment .....	136
Assessment and Evaluation Resources .....	144
 <b>Chapter 8: Course Level Samples</b> .....	 145
Introduction .....	145
Integrate for Efficiency and Motivation .....	146
Reading the Course Level Samples .....	146
Course Level Samples for 10-3Y .....	149
Applications .....	150
Language Competence .....	178
Global Citizenship .....	203
Strategies .....	225
Course Level Samples for 20-3Y .....	235
Applications .....	236
Language Competence .....	263
Global Citizenship .....	289
Strategies .....	311
Course Level Samples for 30-3Y .....	321
Applications .....	322
Language Competence .....	349
Global Citizenship .....	375
Strategies .....	393
 <b>Appendices</b> .....	 1
Appendix A: Specific Outcomes Chart	
10-3Y .....	A-1
20-3Y .....	A-13
30-3Y .....	A-25
Appendix B: Planning Tools .....	B-1
Appendix C: Graphic Organizers .....	C-1
Appendix D: Assessment Blackline Masters .....	D-1
 <b>Bibliography</b> .....	 1





# Chapter 1

## Introduction

### Chapter Summary

Purpose of This Guide  
Understanding the Learner  
Multiple Intelligences and Second Language Learning  
Brain Research and Second Language Learning  
Bloom's Taxonomy  
Benefits of Second Language Learning

### Purpose of This Guide

This guide to implementation is intended to support the German Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies. It was developed primarily for teachers, yet it includes information that may be useful for administrators and other stakeholders in their efforts to plan for and implement the new German program of studies.

Familiarity with the program of studies is essential as teachers plan and implement language courses in their classrooms. The program of studies provides a brief discussion of the value of learning a second language and lays out learning outcomes for each course level. It defines what students are expected to achieve and, hence, what teachers are expected to teach. To obtain the current version of the program of studies, visit the Alberta Education Web site at <http://education.alberta.ca/teachers/program/interlang/german.aspx>.

#### **This guide to implementation will assist educators as they:**

- develop further understanding of the program of studies
- plan for meeting the needs of diverse learners
- plan for the use of technology in the delivery of the new program
- communicate with stakeholders, such as parents and community members

- plan for instruction and assessment that support student achievement of the learning outcomes
- monitor student progress in achieving the learning outcomes
- select learning resources to support their own professional development
- select student learning resources to enhance instruction and assessment.

Research of second language learning and acquisition has identified several general principles of effective language learning. These principles guided the development of the conceptual model used in the program of studies. A clear understanding of these principles will provide a strong foundation for teachers as they develop and select teaching and learning strategies for classroom implementation.

## Engaging Students in Meaningful Tasks

---

Language learning is more effective when classes are structured around meaningful tasks rather than elements of the language itself, such as grammatical structures, vocabulary themes or language functions. Specific language skills are taught when students realize they need specific vocabulary, structures or functions to carry out the task they have chosen to do. When language learning has a purpose, students tend to be more motivated to learn.

## Maximizing Student Interaction

---

Students learn languages more effectively when they have ample opportunities to work in small groups on tasks that they have had a hand in choosing and that require them to negotiate meaning; i.e., make themselves understood and work to understand others. In classrooms structured with a maximum amount of student interaction, students have more practice time, they work on tasks that reflect their interests, and they use the language in situations that more closely resemble those outside of the classroom.

## Ensuring Student Awareness and Use of Thinking and Learning Strategies

---

➔ For more information ...

German Language and Culture  
10-3Y, 20-3Y, 30-3Y  
Program of Studies

Successful language learners use a number of cognitive, metacognitive and social/affective strategies that help make their learning more effective. Communication and language use strategies are important to the development of communicative competence and are clearly laid out in the “Strategies” section of the program of studies.

Many students benefit from explicit classroom instruction regarding language learning and language use strategies. Once students are aware of the various strategies and have practised them, they can select the most effective ones for a particular task. By using strategies they have selected, students see the link between their own actions and their learning and become more motivated and more effective language learners.

## **Building on Prior Knowledge**

---

The constructivist theory of learning suggests that people learn by integrating new information or experiences into what they already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the students' areas of experience. For example, if students are involved and interested in a particular sport, a task can be chosen that links with this interest. The learning activities will build on the students' knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students come to their language learning experiences with unique sets of prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that provide choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

## **Transferring First Language Knowledge**

---

Students come to their language and culture classes with large bodies of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages to their learning of a new language. They may also transfer language learning and language use strategies from one language context to another. Initially, the first language may also be a source of interference, as students try to apply generalizations valid for their dominant language to the language they are learning. Students benefit from an awareness of both similarities and differences between their first language and the language being learned in terms of all components of language; e.g., sound system, grammar structures, vocabulary and discourse features.

## **Understanding the Culture**

---

Intercultural competence is an essential element of any language-learning endeavour. Knowledge of the target culture must take into account that cultures evolve over time and minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand for themselves and relate to any culture they come in contact with, they will be prepared for encounters with cultural practices that have not been dealt with in class.

# Understanding the Learner

---

## The Nature of Grade 10 to Grade 12 Learners

---

The German Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies is a student-centred curriculum designed to support the language learning of senior high school students in Alberta. The unique characteristics and needs of these students formed the basis for curriculum development.

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates and in different ways throughout a learner's stages of growth, developing progressively according to individual characteristics and criteria. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts with ever-increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding.

Language and literacy development begins with a student's earliest experiences with language. The development of listening, speaking, reading, writing, viewing and representing skills is an interrelated process. Senior high school learners actively engage in acquiring language and constructing their own understandings of how oral and written language works. Language learning is fostered through experience in meaningful contexts. Social interaction is also a vital part of the students' social, emotional, intellectual and linguistic development.

Senior high school learners need to feel accepted and confident that they will feel supported by others in their risk taking, learning and growing. Self-concept plays an important role in students' learning and in students' willingness to try challenging tasks.

Students at the senior high school level bring a wide range of abilities and life experiences to the classroom. Knowing students and their interests can help teachers plan meaningful and engaging instruction.

As well, these learners are experiencing a period of change and developmental growth. Positive reinforcement, recognition and acceptance by adults and peers all play significant roles in promoting the students' learning.

Students at the senior high school level prefer active learning and interaction with their peers during learning experiences. They also respond positively to real-life contexts and situations and to opportunities for choice.

## The Second Language Learner

---

The program of studies meets the needs of a wide range of learners. Currently, most students enter this program at the 10-3Y introductory level with little or no previous exposure to the German language. Most of these students speak English as a first language within an English language majority environment; however, students also enter this program with a variety of language skills and experiences. For example, some students enter this program with some German language experience, while others enter with strong proficiency in German or other related languages. Occasionally, students will enter this program with little or no English language proficiency. Therefore, a diverse range of student language abilities exists in German language and culture classrooms.

The German Language and Culture Three-year Program was developed with the assumption that the majority of students entering the program at the 10-3Y introductory level would have little or no previous exposure to the German language. Therefore, the majority of students must be considered second language learners. This requires that when planning and delivering instruction, teachers need to consider the unique needs, characteristics and influences that affect their students as second language learners.

Second language learning is influenced by many factors that can be broadly categorized into three main areas:

### Outside Influences

These include social, economic and political influences. For example, the importance placed by the family and the community on the language being learned, as well as the availability of opportunities to use the language meaningfully outside the classroom, are both factors that can impact the acquisition of a second language.

### Classroom Factors

Important classroom-based factors that impact second language learning include instructional organization, such as the amount of time spent conversing in the second language, the quality of the language input and class size. Teaching styles, methodologies and approaches are also key classroom factors.

### Personal Characteristics

Personal characteristics include individual differences that can impact the rate and quality of an individual's second language acquisition. Elements such as previous knowledge and experiences with the first language, German or other languages can have significant impacts on a student's future learning of a new language. Personal characteristics such as the age at which the student began learning the second language, the student's aptitude for learning languages, as well as the student's motivation, attitude toward learning the language and learning preferences are also contributing factors. Other personality variables, such as anxiety levels, self-esteem, self-concept and social skills, have also been thought to influence second language acquisition.

## Factors That Influence Multilingual Development

---

There are a number of individual factors that impact students and their capacity to learn an additional language. These factors are beyond the control of the teacher or school, but they are important to consider as they help explain why students acquire language at different rates. Tracey Tokuhama-Espinosa (2001) identifies key factors that impact individual learners.

### Motivation

Students' readiness to learn another language is partially dependent on their motivation and how students feel about the language being learned and the attitude of other significant persons in students' lives; e.g., parents and peers. Positive experiences with, and positive perceptions of, the second language increase motivation.

### Opportunity

Families that have a well-developed plan to provide good language learning opportunities tend to be more successful in developing bilingual language skills in their children. A student may have great motivation, but without the opportunity to practise a second language in meaningful situations, he or she never becomes truly proficient. Students and parents can supplement and enhance classroom language learning by seeking out or building opportunities for language learning in the home and in the community, as well as by participating in relevant extracurricular activities.

### Linguistic Relationship among Languages

The target language and those that the students are already fluent in may share a common historical root. If the student's first language shares roots with the second language, the second language is easier to learn because of similarities in grammar, vocabulary and sound systems and the ease of transfer of first language skills.

## Multiple Intelligences and Second Language Learning

---

Harvard psychologist Howard Gardner (1983, 1998) has spent many years analyzing the human brain and its impact on education, including language learning. According to his research, an individual possesses multiple intelligences, but these intelligences are developed to different degrees.

### Gardner's Types of Intelligence

**Linguistic Intelligence:** How we read, write and communicate with words.

**Logical-mathematical Intelligence:** How we reason and calculate.

**Visual-spatial Intelligence:** How we understand our physical position in space. This intelligence is used by architects, painters and pilots.

**Kinesthetic Intelligence:** How we interact physically with the environment.

**Musical Intelligence:** How we explore musical and rhythmic ability.

**Interpersonal Intelligence:** How we interact with others.





**Intrapersonal Intelligence:** How we identify and manage our own feelings, wants and needs.

**Naturalist Intelligence:** How we explore and interact with nature.

## The Implications of Multiple Intelligence Theory on Second Language Teaching





- **Learning is experiential:** Students learn by engaging in real hands-on activities and tasks.
- **Learning uses all senses:** Teachers can reinforce learning with pictures and sounds, and students can learn by touching, tasting and smelling (Dryden and Rose 1995).
- **Learning should be fun:** The more fun it is to learn a language, the more one will want to continue. Learning while playing is an effective way to learn as it creates emotional attachments, and emotion is a door to learning (Jensen 1994, Dryden and Vos 1997, Dryden and Rose 1995).
- **Learning is best in a relaxed but challenging environment.**
- **Learning is enhanced through music and rhythm:** Often one can remember the songs learned in early childhood because words combined with music are easier to learn than words without music (Lozanov 1978, Campbell 1997, Brewer and Campbell 1998).
- **Learning is enhanced through action:** While traditionally students were encouraged to sit all day long, we now know that students learn more when they move as they learn. Teachers can use learning strategies that include physical interaction and can encourage students to dance and move to the rhythm when learning a language (Gardner 1983, Doman 1984, Dryden and Vos 1997).
- **Learning is enhanced by engaging with others:** Having students practise a language by talking to each other socially (e.g., over a meal) is a great way to learn (Gardner 1983, Dryden and Vos 1997).

## Gardner's Multiple Intelligences

Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
<b>Linguistic</b> 	verbalizing, hearing and seeing words	How can I use the spoken or written word?	<ul style="list-style-type: none"> <li>• creative writing</li> <li>• formal speech</li> <li>• humour or telling jokes</li> <li>• impromptu speaking</li> <li>• journal or diary keeping</li> <li>• oral debate</li> <li>• poetry</li> <li>• storytelling</li> </ul>
<b>Logical-mathematical</b> 	conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logic, classifications or critical-thinking skills?	<ul style="list-style-type: none"> <li>• puzzles</li> <li>• logic games</li> <li>• abstract symbols and formulas</li> <li>• calculation</li> <li>• counting</li> <li>• deciphering codes</li> <li>• finding patterns</li> <li>• graphic organizers</li> <li>• number sequences</li> <li>• outlining</li> <li>• problem solving</li> </ul>
<b>Visual-spatial</b> 	drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	<ul style="list-style-type: none"> <li>• drawing</li> <li>• creating videos</li> <li>• active imagination</li> <li>• colour schemes</li> <li>• designs and patterns</li> <li>• drawing guided imagery</li> <li>• mind mapping</li> <li>• painting pictures</li> <li>• sculpture/model</li> </ul>
<b>Kinesthetic</b> 	dancing, building models and engaging in hands-on activities	How can I involve the whole body or use hands-on experience?	<ul style="list-style-type: none"> <li>• physical games</li> <li>• body language</li> <li>• dancing—folk or creative</li> <li>• drama/acting</li> <li>• inventing</li> <li>• martial arts</li> <li>• mime</li> <li>• physical gestures</li> <li>• physical exercises</li> <li>• playing sports and games</li> <li>• role-playing</li> </ul>

Gardner's Multiple Intelligences Chart: Adapted with permission from the Nebraska Department of Education, *Nebraska K-12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), pp. 266-267.



Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
<p><b>Musical</b></p> 	<p>singing, chanting and playing background music while learning</p>	<p>How can I bring in music or environmental sounds or set key points in a rhythmic or melodic framework?</p>	<ul style="list-style-type: none"> <li>• chanting</li> <li>• humming</li> <li>• rapping</li> <li>• listening to music</li> <li>• music performance</li> <li>• music creation</li> <li>• rhythmic patterns</li> <li>• singing</li> <li>• tonal patterns</li> <li>• vocal sounds and tones</li> </ul>
<p><b>Interpersonal</b></p> 	<p>working with another person or a group of people</p>	<p>How can I engage students in peer sharing, cooperative learning or large-group simulation?</p>	<ul style="list-style-type: none"> <li>• peer assessment</li> <li>• collaboration skills</li> <li>• cooperative learning</li> <li>• empathy practices</li> <li>• group projects</li> <li>• intuiting others' feelings</li> <li>• listening</li> <li>• person-to-person communication</li> <li>• teamwork/division of labour</li> </ul>
<p><b>Intrapersonal</b></p> 	<p>relating to a personal feeling or an inner experience</p>	<p>How can I evoke personal feelings or memories or give students choices?</p>	<ul style="list-style-type: none"> <li>• self-assessment</li> <li>• reflective writing</li> <li>• guided imagery</li> <li>• focusing/concentration skills</li> <li>• higher-order reasoning</li> <li>• metacognition techniques</li> <li>• silent reflection methods</li> <li>• telling about feelings</li> <li>• telling about thinking</li> <li>• thinking strategies</li> </ul>
<p><b>Naturalist</b></p> 	<p>observing, classifying and appreciating</p>	<p>How can I relate the students' learning to the physical world?</p>	<ul style="list-style-type: none"> <li>• discovering, uncovering</li> <li>• observing, watching</li> <li>• forecasting, predicting</li> <li>• planting</li> <li>• comparing</li> <li>• displaying</li> <li>• sorting and classifying</li> <li>• photographing</li> <li>• building environments</li> </ul>

## Brain Research and Second Language Learning

---

Diane Larsen-Freeman (2000) observes that “the issue for teachers who wish to honour the diversity of intelligences among their students is how to represent the other intelligences and enable each student to reach their full potential, while not losing sight that their purpose is to teach language” (p. 172).

The following are implications of brain research for second language learning:

1. **Build in reflection:** It is important to let students take time to “simmer.” There is a silent stage to language learning. First children absorb the language. Later they begin to speak (Krashen 1992).
2. **Link learning:** “The more you link, the more you learn” (Dryden and Vos 1999, p. 315). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden and Vos 1997). For example, link numbers and words in a playful way (Dryden and Rose 1995). Reciting the numbers from one to ten in the target language in rhythm is a fun way to begin language learning.
3. **Use the whole world as the classroom:** Real-life experiences and situations engage learners and bring meaning and context to the learning process (Dryden and Vos 1997).

## Brain-based Learning Theory

---

Brain-based learning theory asserts that all humans are born with the ability to learn. “Although all learning is brain based in some sense ... brain-based learning involves acknowledging the brain’s rules for meaningful learning and organizing teaching with those rules in mind” (Caine and Caine 1994, p. 4).

Caine and Caine (1991, 1994, 2005) outline 12 principles to provide a theoretical foundation for brain-based learning:

1. **Learning involves the entire physiology:** Everything that happens to us, whether it is physical, emotional or cognitive, has an effect on learning.
2. **The brain is social:** We always search for ways to belong to a community and seek interaction with others.
3. **The search for meaning is innate:** We strive to make sense of our experiences.
4. **The search for meaning occurs through patterning:** We categorize our experiences so we can establish patterns and bring order to our world.
5. **The brain is a parallel processor:** It can perform several different activities at the same time.
6. **Emotions are critical to patterning:** Emotion and cognition are strongly tied. It is emotionally difficult to change patterns such as assumptions and beliefs.
7. **The brain processes parts and wholes simultaneously:** The brain is designed to perceive experiences as both separate and interconnected.

8. **Learning involves both focused attention and peripheral perception:** Even when we are paying attention to one task, we are also absorbing information reaching us from the environment outside our immediate focus.
9. **Learning always involves conscious and unconscious processes:** Unconscious processing is ongoing and contributes significantly to understanding.
10. **There are at least two different types of memory:** Systems for rote learning and spatial memory coexist in the brain. Memory is not only what we “store and retrieve”; it is based on what we encounter in our natural, daily experiences.
11. **Learning is enhanced by challenge and inhibited by threat:** Feelings of self-worth and accomplishment allow us to learn. Feelings of fear brought on by fatigue, helplessness or overstimulation cause our brains to “downshift.”
12. **Each brain is unique:** Although our brains share physical characteristics, we each perceive and react to the world differently.

#### Sample Strategies to Support Brain-based Learning:

- Develop an understanding of the impact of nutrition, exercise and stress on learning.
- Facilitate cooperative learning and provide students with opportunities to interact.
- Use various methods and approaches that have been proven effective.
- Acknowledge that students mature at different rates. Because of these natural differences, “equality” in student performance is not expected.
- Provide a learning environment that employs routines and behavioural guidelines, while offering activities that challenge and excite students.
- Model enthusiasm for communicating in the second language.
- Provide a classroom environment that features changing displays of vocabulary and culturally rich materials.
- Facilitate language and culture immersion activities, such as field trips, projects, stories, performances and drama.
- Provide opportunities for students to use reflection and metacognition to actively process what and how they have learned.
- Foster a classroom atmosphere where students take learning risks yet feel safe and relaxed.
- Account for individual learning preferences.

## Bloom’s Taxonomy

Bloom’s Taxonomy is a model that focuses on six levels of complexity in the thinking processes. Knowledge and Comprehension are the lower or more concrete levels of thinking. Analysis, Synthesis and Evaluation represent higher or more complex levels of thinking. The Application level, which falls between the lower and higher levels, can be less or more complex depending on the task.

## Sample Activities Organized in the Bloom's Taxonomy Model

Level	Sample Activities in the Second Language Classroom
<p><b>Knowledge/ Comprehension</b></p> <p>Students recall information and restate the information in their own words.</p>	<ul style="list-style-type: none"> <li>• Arrange lines of dialogue</li> <li>• Fill out authentic forms in German</li> <li>• Listen for sequence</li> <li>• Explain the "What? Who? Where? When? How? Why?"</li> <li>• Describe scenes from a video presentation</li> <li>• Describe pictures from Germany</li> <li>• Define words</li> <li>• Listen to and paraphrase in English a conversation in German</li> <li>• Draw pictures from verbal descriptions of a German cultural scene or object</li> <li>• Understand text written in German</li> </ul>
<p><b>Application</b></p> <p>Students apply the information in one or more contexts.</p>	<ul style="list-style-type: none"> <li>• Dub cartoons or television shows</li> <li>• Instruct others to prepare a German cultural dish step by step</li> <li>• Produce questions with correct pronunciation</li> <li>• Apply a cultural custom to a real-life situation in Germany</li> <li>• Interview classmates on their daily activities</li> <li>• Plan a menu for occasions typical of German culture</li> <li>• Make shopping lists for various German cultural or social events</li> <li>• Apply rules of cultural protocol for dining in Germany</li> <li>• Apply gestures learned to an authentic situation</li> <li>• Apply reading strategies to understand authentic texts</li> </ul>
<p><b>Analysis</b></p> <p>Students understand component parts and recognize patterns so they can compare and contrast or categorize information.</p>	<ul style="list-style-type: none"> <li>• Identify elements of a particular literary form</li> <li>• Analyze the lyrics of popular songs to compare two cultures' perspectives</li> <li>• Compare points of view found in two editorials</li> <li>• Analyze a story, poem and other authentic material</li> <li>• Analyze a scene from the German culture</li> <li>• Find evidence to support opinion</li> <li>• Compare own customs with German customs</li> <li>• Conduct a survey and analyze the results</li> <li>• Analyze the typical foods of Germany for nutritional value</li> <li>• Identify the best route to a historic site important to German culture</li> <li>• Play the role of a tourist who bargains in German for merchandise</li> </ul>
<p><b>Synthesis</b></p> <p>Students make predictions and create new ideas based on their knowledge of component parts.</p>	<ul style="list-style-type: none"> <li>• Write an alternative ending to a story</li> <li>• Predict consequences if historical events were altered</li> <li>• Write titles for a play, story or article</li> <li>• Write headlines in newspaper style on current issues in Germany</li> <li>• Predict future events</li> <li>• Write a diary for an imaginary trip</li> <li>• Extend a story</li> <li>• Hypothesize reactions to different situations based on German cultural beliefs</li> <li>• Compose a poem, skit, role-play or advertisement</li> <li>• Create hypothetical real-world situations in German culture</li> <li>• Create an infomercial</li> </ul>
<p><b>Evaluation</b></p> <p>Students judge what they have analyzed and support their opinions.</p>	<ul style="list-style-type: none"> <li>• Evaluate solutions to cultural dilemmas</li> <li>• Express and justify opinions on creative products of German culture</li> <li>• Give and support opinions about issues</li> <li>• Evaluate television shows, movies or cartoons</li> <li>• Write an editorial, giving and supporting own opinion</li> <li>• Express the pros and cons of policies</li> <li>• Give and support a decision in a mock trial</li> <li>• Write an ambassador with suggestions for the resolution of a real-world problem</li> <li>• Justify, in German, decisions of what sites to visit</li> <li>• Read an editorial in a newspaper, respond, and send the response</li> <li>• Evaluate Web pages as sources of information in German</li> </ul>

Sample Activities Organized in the Bloom's Taxonomy Model: Adapted with permission from the Nebraska Department of Education, *Nebraska K-12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), p. 307.

# Benefits of Second Language Learning

---

In North America, the 1990s was a decade of renewed interest in language learning. There is a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is a greater understanding of the academic and cognitive benefits of learning other languages. The last decade has seen an emerging global interest in international languages and second language education. This has led researchers, policymakers, educators, employers, parents and the media to re-examine the advantages of learning additional languages.

Increased research on brain development has focused attention on learning processes and developmental issues. Some of this research has analyzed the effects of language acquisition on the brain. The results of these studies have generated interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial. A summary of the many benefits of learning a second language follows.

## Personal Benefits

---

An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people and read more literature, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of the human experience by fostering an appreciation for the customs and achievements of people beyond their own frames of reference. In many cases, the learning of a second language can strengthen the personal connection to the language and culture of one's own heritage. Knowledge of a second language can also give people a competitive advantage in the work force by opening up additional job opportunities (Villano 1996).

For many people, there is something inherently enjoyable about successfully communicating in another language. Learning a new language can be an intensely challenging and rewarding experience.

## Cognitive Benefits

---

Some researchers suggest that students who receive second language instruction are more creative and better at solving complex problems than those who do not (Bamford and Mizokawa 1991). Other studies suggest that bilingual individuals outperform similar monolinguals on both verbal and nonverbal tests of intelligence, which raises the question of whether ability in more than one language enables individuals to achieve greater intellectual flexibility (Bruck, Lambert and Tucker 1974; Hakuta 1986; Weatherford 1986).

---

Benefits of Second Language Learning: Adapted from Kathleen M. Marcos, "Second Language Learning: Everyone Can Benefit," *The ERIC Review* 6, 1 (Fall 1998), pp. 2, 3.

## Academic Benefits

---

Parents and educators sometimes express concern that learning a second language will have a detrimental effect on students' reading and verbal abilities in English; however, several studies suggest the opposite. Knowing a second language, according to the latest research on reading, can help children comprehend written languages faster and possibly learn to read more easily, provided that they are exposed to stories and literacy in both languages (Bialystok 1997). By age four, bilingual children have progressed more than monolingual children in understanding the symbolic function of written language. By five, they are more advanced than those who have learned only one writing system.

The positive effects of bilingualism were also documented in an American study analyzing achievement test data of students who had participated five years or more in immersion-type international language programs in Fairfax County, Virginia. The study concluded that these students scored as well as or better than all comparison groups and continued to be high academic achievers throughout their school years (Thomas, Collier and Abbott 1993). Numerous other studies have also shown a positive relationship between foreign language study and achievement in English language arts (Barik and Swain 1975, Genesee 1987, Swain 1981).

## Societal Benefits

---

Bilingualism and multilingualism have many benefits for society. Albertans who are fluent in more than one language can enhance Alberta's and Canada's economic competitiveness abroad, maintain Alberta's and Canada's political interests and work to promote an understanding of cultural diversity within the nation. For example, international trade specialists, overseas media correspondents, diplomats, airline employees and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, health care providers, customer service representatives and law enforcement personnel also serve their communities more effectively when they can communicate with people of diverse languages and cultures. Developing the language abilities of students will improve the effectiveness of the work force and strengthen communities for years to come.



# Chapter 2

## Planning

### Chapter Summary

Introduction  
Program of Studies  
Planning Considerations  
Planning Approaches  
Year Plans  
Unit Plans  
Lesson Plans

## Introduction

Planning models require careful consideration of the curriculum they are intended to support. Effective planning ensures that all elements are consistent with the general and specific outcomes of a program of studies.

## Program of Studies

The program of studies prescribes what students are expected to learn and be able to do at each level. It is the **primary reference** for teachers as they plan for student learning.

➔ For more information ...

Appendix A  
Specific Outcomes  
Chart

Teachers determine what should be taught to accomplish the general and specific outcomes in the program of studies and continually refer to the program outcomes during the planning process. The Specific Outcomes Chart in Appendix A provides a summary of all program outcomes and is useful for planning and tracking outcome coverage throughout the year.

## Alignment

---

Many school districts are approaching instructional improvement through planning processes that emphasize the need to align learning outcomes with assessment practices. This alignment helps teachers articulate what students should be able to learn, know and do. Alignment encourages teachers to focus first on the learning outcomes and clearly communicate learning expectations to support and measure student achievement. Alignment can also provide a focus for a teacher's professional development plan that centres on curriculum and instruction.

## Implementing the Program of Studies

---

The *German Language and Culture Three-year Program Guide to Implementation* is designed to assist teachers as they plan for and implement the German Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies. The teaching and learning activities, assessment strategies, unit plans and lesson plans presented in this guide are **suggestions only**. They are provided to stimulate ideas and to help teachers envision and plan an effective German classroom program.

The Course Level Samples in Chapter 8 include teaching and learning activities and assessment strategies for each specific outcome from the 10-3Y level to the 30-3Y level. These are samples only, providing teachers with possibilities to consider as they plan and implement the program.

## Considerations for Effective Implementation

---

German language and culture programs should strive to provide a rich language learning environment, stressing communicative competence and enriched cultural experiences that maximize student opportunities for learning.

### Effective learning environments are those in which:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning preferences and needs 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 language studied is emphasized
- quality multimedia, print, human and other resources are available and applied in a supportive, meaningful and purposeful manner.



## Instructional Time

Language and culture programs of study are developed based on 125 hours of instruction time per level, or approximately 197 minutes per week.

When planning for instructional time in the German language and culture program, administrators and teachers should carefully consider the impact of time scheduling on the linguistic development of the students. It is strongly recommended that German language and culture courses be scheduled to ensure maximum exposure to the language throughout the school year. If students lose contact with the language for long periods of time, additional time must be taken to review previously learned material that may have been forgotten. Students benefit from using the language on a daily basis.

## Class Groupings

In some situations, students from two program levels can be combined into one class. As well, all classrooms will have students at the same program level with varying proficiency levels. By using a range of instructional and planning strategies, students of different course levels can be accommodated in a single classroom.

## German Program Collaboration

Effective German language and culture programs depend heavily on collaboration among a range of stakeholders. Students, parents and parental organizations, teachers, school administrators, central administration, government, community members, members of German-speaking communities, post-secondary institutions, cultural institutions, and other stakeholders all play crucial roles in supporting language and culture programs. Teachers should ensure that opportunities for collaboration are maximized.

## Materials

Students should work with all kinds of authentic audio, video, print and multimedia resources, including documents and texts designed for German speakers as well as materials prepared for second language learners. These resources should also be appropriate for the age, developmental levels and linguistic levels of the students.

### Tips for Choosing Appropriate Instructional Materials

1. Materials should be flexible enough to accommodate the diversity found in schools and should address a variety of learning preferences, interests, abilities, attention spans and backgrounds.
2. Materials should reinforce positive aspects of the students' self-images.
3. Materials should be relevant to students' interests.

## Planning for Professional Development

Teaching in the German language and culture program demands a broad range of knowledge and skills, both in the German language and in second language pedagogy. Teachers should continue to engage in professional development to maintain or improve their proficiency in the German language and to continuously improve their teaching skills.

German language and culture teachers will benefit from professional development opportunities to speak the language, to increase understanding of German culture and to build their understanding of second language teaching methodologies. In addition, teachers will benefit from professional development that focuses on:

- responding to diversity in the classroom and using multilevel groupings
- cooperative learning and student-centred learning
- multimedia and computer-assisted learning
- resource-based language learning.

## Student Motivation

When students value their learning, believe they can succeed and feel in control of the learning process, they develop motivation and a desire to learn. Teachers can foster students' motivation to learn by:

- instilling in each student a belief that he or she can learn
- making students aware that they can learn by using a variety of learning strategies
- helping students become aware of their own learning processes and teaching them strategies for monitoring these processes
- assigning tasks and materials of appropriate difficulty and making sure that students receive the necessary instruction, modelling and guided practice to be successful
- communicating assessment processes clearly so that students understand the criteria by which progress and achievement are measured
- helping students set realistic goals to enhance their learning
- helping students celebrate their own and their classmates' learning progress and achievements within the school community and the broader community
- ensuring that instruction is embedded in meaningful learning events and experiences
- modelling personal enjoyment of German language learning and communicating the value of learning another language for success in the world beyond the classroom
- involving students in the selection of themes, topics, resources and activities around which learning experiences will take place
- creating inclusive, risk-free classroom communities where curiosity is fostered and active involvement in the learning process is valued and shared
- providing uninterrupted time for sustained engagement with appropriate German print and nonprint resources
- providing collaborative learning experiences that enable students to exchange ideas and perspectives, develop a sense of purpose and build a sense of community

- using contextualized vocabulary presentations and visuals, such as pictured vocabulary, videos and charts
- emphasizing the development of understanding rather than the decontextualized memorization of vocabulary lists and grammar rules
- scaffolding complex tasks to facilitate learning of abstract concepts.

## Planning Considerations

---

### Prior Knowledge

---

The German Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies assumes that students will have limited or no previous knowledge of the German language upon entry. In situations where the majority of students do have previous knowledge of the German language, schools may offer an accelerated program or may assess students and plan courses to suit students' individual needs. In all cases, students' language levels should be assessed and programs adapted, when necessary, to meet individual language learning needs. Students who already have a second language, particularly one that is related to the German language, will often learn additional languages more quickly and more easily than those beginning their study of a second language.

### Student and Parent Awareness

---

Students and parents need to be aware of learning outcomes and how they are assessed or evaluated. When students and parents understand learning outcomes and learning outcome assessment or evaluation criteria, they are encouraged to participate in the learning process.

### Language of Instruction

---

As the ultimate goal of the German Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies is to have students use German for a variety of purposes in a variety of situations, German should be modelled and used in class as frequently as possible. English will likely be used to some extent in the beginning stages but can gradually be phased out. It may be decided that certain activities are done in English, such as students' reflective writings and learning logs or the delivery of relatively complex instructions or explanations.

## Choice of Topics and Tasks

---

➔ For more information ...

Appendix B  
Sample Text Forms

The choice of learning topics and tasks should be guided by the needs, interests and daily experiences of the students and by the elements outlined in the four components of the program of studies.

## Opportunities for German Language Use and Real-life Applications

---

Proficiency-based instruction that focuses on what students can do with what they know is critical. Classroom activities that engage students in meaningful and purposeful language use should predominate.

Students will be more successful German language learners if they have opportunities to use the language for authentic and meaningful communication in a broad range of contexts. In addition, the curriculum supports and encourages the real-life application of German language learning through meaningful contact with fluent speakers of the German language and authentic texts, such as German language newspapers, magazines, electronic communications and multimedia resources.

It is important to have a rich German language environment in the classroom, but it is also very beneficial to provide cocurricular and extracurricular activities during which students have opportunities to use and develop their German language skills. Such school-sponsored activities as German language camps, visits to cultural facilities, pen pals, plays and performances, language clubs, school visits and exchanges are important. It is also important to encourage students to continue their development of German language skills by using the language for personal enjoyment, listening to music, attending cultural events and performances, and accessing and using self-study resources.

## Knowing the Students

---

➔ For more information ...

Chapters 3, 4, 5  
and 6

Teachers should identify student needs, background knowledge and experience. They should select learning activities that are appropriate for the age and interests of students and that complement the lexical fields outlined in the program of studies. Instructional plans can be differentiated to meet the needs of all students in the class. Planning is continual and is informed by needs that become evident through classroom assessment.

## Diversity of Needs

---

➔ For more information ...

Chapters 4, 5 and 6

All classes consist of students with a variety of needs. Some students may have special education needs, while others may be gifted and require greater challenges. Some students may speak English as a second language and require ESL-specific support and accommodations. It is therefore important to always consider the diverse needs of students when planning a language and culture program.

## Planning with an Applications Focus

---

The program of studies specifies four components for the development of communicative competence. The Applications component outcomes provide meaningful contexts for students' language and culture learning. Language Competence, Global Citizenship and Strategies component outcomes can be integrated with Applications outcomes. An initial focus on an Applications outcome(s) can serve to motivate and engage students by providing a goal or a reason for their German language and culture learning. When planning, teachers should keep a strong focus on Applications in mind and think of ways to integrate learning outcomes from Language Competence, Global Citizenship and/or Strategies with outcomes from Applications.

### Getting to the Destination

The program of studies can be thought of as a car with four passengers headed to a specific destination. In this scenario, all four occupants contribute to the car reaching its destination—the achievement of the program learning outcomes.



**Applications** is the **driver**, making sure the car moves toward the planned destination. If the car is to reach its destination, Applications must be in the driver's seat.



**Language Competence** is the **passenger** who sits beside Applications, ensuring that the driving is done accurately and competently. Language Competence ensures that the **rules of the road** are adhered to and interprets various road signs for Applications.



**Global Citizenship** considers what the **outside world** is like and how it relates to all passengers. Global Citizenship provides information about the various places the passengers will be driving to and what they can expect when they get there.



**Strategies** is the **troubleshooter**. Strategies speaks up when questions or problems arise, offering advice about how all passengers can work effectively to make the trip a positive experience. When passengers encounter problems, Strategies shares ideas on how to find solutions. Strategies asks the right questions at the right time, making sure that all the passengers know what they are doing and why they are doing it.

All four components are essential to get the car to its destination:  
**Applications** to drive the car forward  
**Language Competence** to pay attention to accuracy and details  
**Global Citizenship** to add colour, life, tolerance and possibilities  
**Strategies** to provide important problem-solving skills.

To further the metaphor, if the program of studies is a car on a journey, teachers are the navigators. Teachers plan the route and determine when the car has reached its destination.

## Planning for Strategic Learning

---

➔ For more information ...

Chapter 3

Teachers need to plan for students to learn about, and independently select and use, cognitive, metacognitive and social/affective strategies. Strategies for Language Learning, Language Use and General Learning should be explicitly taught to students. As students become more aware of how to use strategies to enhance their learning, they will be able to choose strategies that work most effectively for them.

## Integrating Outcomes

---

Most learning activities, even simple ones, involve multiple specific and general outcomes. For example, singing a German song involves outcomes from the Applications, Language Competence, Global Citizenship and Strategies components of the program of studies. The challenge is for teachers to be familiar with the outcomes and to select outcomes for the focus of a lesson (or unit). The teacher plans lessons to ensure that all outcomes receive focused attention periodically throughout the school year.

### Outcome Integration: A Sample (10-3Y)

#### Activity

Divide students into groups and have them choose a German-speaking community. Students gather information about the culture of that community and organize it in a KWL chart (see Appendix D: Graphic Organizers). Students then reorganize the information into subtopics and create a poster that illustrates the key information and includes several sentences in German that describe the people of the focus community.

#### Applications

A–5.2 *gather and organize information*  
a. gather, organize, categorize and record simple information using a variety of resources; e.g., print, audio, visual, multimedia, human

#### Language Competence

LC–2.2 *written production*  
a. produce short, simple written texts, using familiar structures, in a variety of guided situations

#### Global Citizenship

GC–1.4 *valuing German cultures*  
b. express interest in finding out about German-speaking youth

#### Strategies

S–3.1 *cognitive*  
a. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning

## Identifying Instructional Strategies

---

➔ For more  
information ...

Chapter 3

To achieve the selected outcomes and best meet the needs of students, teachers need to select specific instructional strategies. The planning style chosen—thematic, task- or project-based or a combination—should suit the teacher’s needs. Activities need to fit with the selected learning and instructional strategies and the specific outcomes targeted.

## Identifying Assessment Tools

---

➔ For more  
information ...

Chapter 7

A variety of assessment tools, ranging from informal observation to formal tests, should be planned for individual teaching and learning activities, for report card periods and for teaching units, projects and portfolios. All assessments focus on active involvement of students in the process, determining if learning outcomes have been achieved, and on how such assessment information can be used to optimize student learning.

## Planning Approaches

---

Two of the most effective planning approaches for language learning are the thematic approach and the task- or project-based approach. Either of these approaches (or a combination of the two) can be applied to the development of the year, unit or lesson plans for the German language and culture program.

### Thematic Approach

---

Thematic approaches focus on a specific topic or central idea as the basis for the unit or the lesson plan. The theme chosen serves as the organizer for the instructional activities. Themes should be Applications-based; e.g., sharing basic information, getting to know people or making yourself understood. Themes need to be big ideas that can provide a framework for exploring and applying new skills and concepts.

Thematic planning can be helpful to teachers of multiage and combined class groupings. When teachers plan for a wide range of abilities, thematic teaching creates a shared experience that all students can use to build knowledge, skills and attitudes and to experience success at their own level within a collaborative whole-class environment.

## Task- or Project-based Approach

---

A task- or project-based approach to learning is designed to have students develop language competence and communicative skills by actively engaging in using the language with purpose. The teacher uses tasks and projects to create situations in which students must use the language for a definite purpose. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning, purpose and context to all language activities.

The task provides an organizational framework for the specific outcomes to be achieved. All content, activities and evaluation in the unit grow out of the task. Specific language content is determined once the task has been identified. Explicit teaching of grammar rules, exercises on form and practice of specific strategies have their place in the classroom, but they are done because students need to know those elements of the German language to accomplish the task.

The choice of tasks can be based on the interests of students while covering as broad a range of experiences as possible. Each task should be flexible enough to allow for some differentiation so students with different levels of proficiency, interests and backgrounds can work together and learn from one another.

### Effective tasks or projects:

- provide opportunities to address a variety of specific outcomes
- match the interests of the students
- focus students on meaning and purpose
- maximize language use and provide opportunities for language practice
- allow for flexible approaches and solutions
- are challenging, but not threatening
- promote sharing of information and expertise
- involve students in assessing/evaluating the product and the process
- provide opportunities for students to discuss and reflect upon communication (metacommunication) and learning (metacognition)
- provide for monitoring and feedback.

By examining tasks in relation to the factors shown in the following table, appropriate tasks for each student can be chosen. Sometimes a task may appear too difficult, but it could be done, if it is of great interest to students, by adjusting some of the variables. In the same way, a task can be made more or less difficult to suit different groups of students in a mixed-level class group.



### Level of Difficulty

	less difficult  more difficult
<b>cognitive complexity</b>	describing                                  sequencing                                  choosing
	classifying                                  identifying principles                                  assessing/evaluating
<b>listening</b>	one speaker      two speakers      three speakers      four or more speakers
	familiar topic                                  unfamiliar topic
<b>speaking</b>	taking short turns                                  taking long turns
	familiar, sympathetic conversation partner                                  unfamiliar, uninvolved individual or group
	familiar topic, well organized                                  new topic or experience, not well organized
<b>text type</b>	description      instructions      storytelling                                  providing and justifying opinions
	few elements, properties, relationships, characters, factors                                  many elements, properties, relationships, characters, factors
	ample contextual support (e.g., titles and subtitles, pictures or diagrams)                                  little contextual support
<b>language</b>	simple                                  complex
	less interpretation required (information is explicit)                                  more interpretation required (information is implicit)
	redundant (information is repeated in different ways)                                  no redundancy (information is given only once)
<b>task type</b>	one-way transfer of information                                  two-way exchange of information
	convergent                                  divergent
	concrete, “here and now”                                  abstract, different time or place
<b>support</b>	more                                  less

## Year Plans

➔ For a blank template ...

Appendix B  
Year Plan

A year plan supports instructional goals and outcomes across an entire program of studies and provides opportunities to plan for implementation in a school or district setting as well as in an individual classroom.

A year plan can consist of multiple units, organized coherently across the school year or semester. Year plans should address all outcomes of a program of studies in a meaningful and appropriate sequence that is determined by essential learnings and the learning needs of students. A year plan does not necessarily have to follow the sequence of the outcomes in a program of studies. A year plan can be constructed and represented in a teacher resource by using a curriculum mapping process that includes:

- a sequence of outcomes and essential learnings
- how outcomes will be grouped or clustered to create units
- expectations of student learning
- instructional activities that support student learning.

There are a number of formats for developing a year plan. Generally, the year plan should be one or two pages that clearly and concisely outline topics and skills on a time line. Year plans should also address integrated units of instruction.

## Unit Plans

➔ For blank templates ...

Appendix B  
Unit Plan Overview,  
Unit Plan A,  
Unit Plan B

Unit plans provide a sequence of instruction that usually takes place over a number of weeks. Unit plans provide a clear and coherent structure that addresses outcomes, assessment and instructional activities and that allows for choice and for different learning needs.

Unit plans are more detailed outlines of the broad pieces of learning that make up a year plan. Teachers need to know their students and use professional judgement and creativity to develop a unit plan that is focused, meaningful and relevant. In a unit plan, teachers specify what needs to be in place for the unit to be a successful learning experience; e.g., teachers consider resources, allocate time, prepare information, identify vocabulary, identify instructional strategies, decide on provisions for students with special education needs and include home, school and community connections. Teachers start with the end in mind, and build in a range of assessment activities throughout the unit. When possible, teachers collaborate with colleagues to develop and share units. Teachers also plan ways to extend learning for students who demonstrate higher level skills than their classmates and to support those who need additional guided practice or reinforcement.

To assess the instructional effectiveness of a unit of study, Politano and Paquin (2000) suggest that teachers ask themselves the following:

- “What am I doing that is working well?”
- What do I want to reconsider or stop doing?
- What do I want to do more of?” (p. 128)

## Developing a Unit Plan

---

There are three basic decisions involved in unit planning that should be made by considering the curriculum and the classroom.

	WHAT I WILL USE	PLANNING TASKS
What are students expected to learn?	Program of studies outcomes	Identify the desired results
What evidence will I accept of that learning?	Achievement goals, indicators, exemplars	Determine acceptable evidence
How will I design instruction for effective learning by all students?	Teaching and learning strategies, resources	Plan learning experiences and instruction

A planning technique that is especially useful in unit planning is clustering. Clustering is a process that can be used to group outcomes around the essential learnings of a program of studies. Clusters use common concepts, ideas and processes to group similar or related outcomes together. Clusters can be used to create groups of outcomes that students should attain at the completion of a learning sequence in a unit. They can be a first step in establishing a learning sequence for the unit.

Clusters can also help identify the essential learnings and essential questions. Each cluster can represent an enduring or overarching understanding—or a cluster of essential learning statements and questions. Enduring and overarching understandings go beyond facts and skills to focus on larger concepts, principles or processes.

An effective unit plan is a meaningful sequence of learning opportunities that starts with learning outcomes, clustered together in contexts that are aligned with essential learnings, assessment approaches, resources and teaching and learning strategies. This alignment is critical to a purposeful planning process.

Questions can also provide a meaningful context that encourages the development of critical thinking and inquiry-based skills. Questions can provide a focus for assessment when built around essential learnings and criteria for the students' demonstration of learning. General questions can provide an overarching focus for the entire unit, while specific questions can help students uncover the essential learning and guide the sequence of the unit.

### The differences between general unit questions and specific unit questions

General unit questions provide a context for meaningful learning and the development of deep understandings. General unit questions are ongoing and, in one form or another, often recur throughout life.

---

Developing a Unit Plan: Adapted with permission from Patricia Shields-Ramsay and Doug Ramsay, *Purposeful Planning Guidebook* (Edmonton, AB: InPraxis Learning Systems, 2006), pp. 4, 5, 12–13, 16.

Specific unit questions, on the other hand, can help students explore general unit questions. They can focus on building vocabulary, developing understanding of the terms and concepts within a general question, and guiding research.

Specific unit questions can:

- be written to “uncover” the general questions of the unit
- guide the inquiry of the unit
- be sequenced to provide the “flow” of the unit.

For example, specific unit questions such as the following could support the general unit question, “How do patterns, inconsistencies and misunderstandings inform our understandings?”:

- How is our information collected and represented?
- How do patterns and connections in information help solve problems?
- How can misunderstandings be uncovered?

➔ For more information ...

Appendix B  
Instructional  
Planning Guide

When developing a unit plan, teachers should consider the specific needs of their students and select strategies and specific learning activities designed to achieve several learning outcomes.

Unit planning using a thematic approach or a task- or project-based approach to second language learning begins with a theme, topic, task or project. The language content grows out of the theme, topic, task or project and the resources used.

### Tips for Developing a Unit Plan

1. Choose a theme, topic, task or project that is of interest to the students, offers possibilities for developing the students’ communicative competence in German and allows for some general learning as well. Students can participate in this step of the planning process.
2. Determine the specific outcomes that could be met, keeping in mind all general outcomes.
3. Analyze the task or project to determine what the students will need to know and learn to carry it out. Think about the product the students will produce, but also about the process they will go through in producing the product; e.g., working in groups, doing research, interviewing people. Consider language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge and so on.
4. Think about aspects of the unit that could be adapted to accommodate the needs, interests and aptitudes of different students. Be prepared to be as flexible as possible without compromising the objectives of the unit.
5. Look for resources that will be useful to students. Resources should be attractive and rich in visual supports, such as charts, pictures and diagrams.
6. Outline a series of steps directly related to the unit task or project to help the students learn and practise the language they will need to carry out the task.
7. Plan student assessment and evaluation. Integrate assessment throughout the unit.
8. At the end of the unit, invite students to reflect on what they learned, the strategies they used and how their attitudes may have changed. This step is important for developing metacognitive strategies and independent learning.

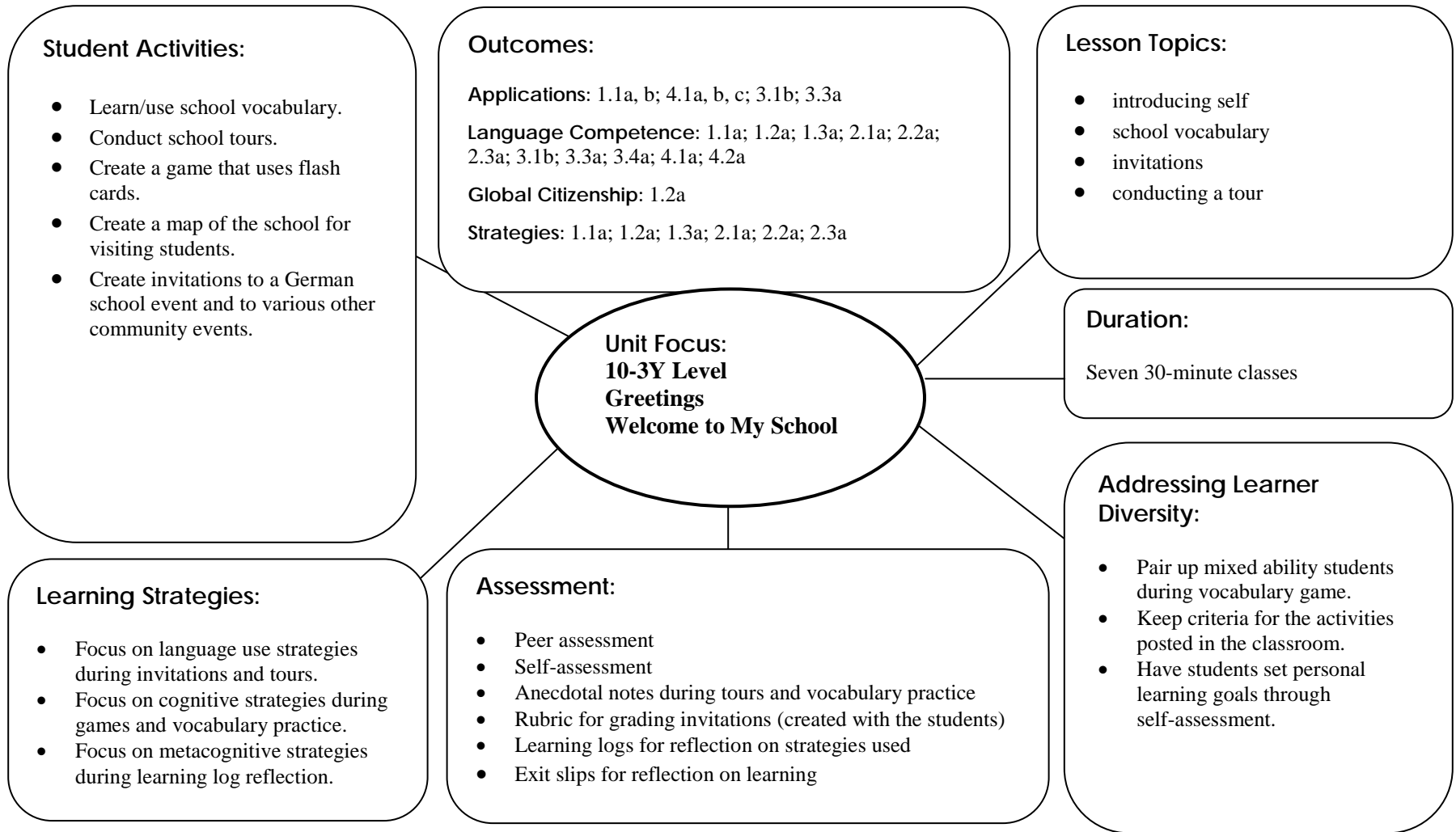
## Unit Planning Checklist

---

### Have I ...

- selected the specific outcomes I wish to focus on in this unit?
- provided a rationale for the unit?
- planned for appropriate *assessment for learning* and *assessment of learning* techniques?
- considered individual student needs, interests and abilities?
- considered the relevance of this unit to students' lives outside school, their language and learning experiences in other subjects and their continued language development?
- identified the historical and contemporary elements of culture present in the global citizenship content of the unit?
- selected interesting, useful and varied resources to support this unit?
- included a variety of instructional strategies, language experiences and activities?
- provided opportunities for students to listen, speak, read, write, view and represent in different contexts?
- allowed for flexibility and adaptation of the plan in response to student needs?
- provided opportunities for student input and collaborative decision making?
- considered possible unit extensions and applications?

# Sample Unit Plan



## Lesson Plans

➔ For more information and blank templates ...

Appendix B  
Instructional Planning Guide,  
Lesson Plan A,  
Lesson Plan B

While unit plans define the broad details of instruction and student learning within a given context, lesson plans outline how to teach a particular concept. Lessons often include the whole class and provide a basis from which other lessons can evolve. Follow-up lessons could include individual sessions with students who have specific needs, small groups focusing on specific skill development or large discussion groups. Lesson plans should address:

- information about students' prior experience, understandings and needs
- clustered curriculum outcomes
- assessment criteria
- instructional activities
- resources
- time and materials.

Teachers might consider the following questions when planning a lesson:

- What is the purpose or curricular outcome of the lesson?
- What teaching and learning strategies will be most effective?
- What will students be doing? When? Where?
- What specific skills do students need to develop or improve to be successful?
- What resources will be most appropriate for various groups in the class?
- How much differentiation is feasible and appropriate?
- How will the success of the lesson be evaluated?
- How does this lesson connect to other curriculum areas or units of study?
- How does this lesson connect to home and the community?

## Lesson Planning Checklist

---

### Does my lesson plan ...

- identify and address specific learning outcomes?
- ensure student awareness of learning outcomes?
- involve students in learning activities with meaningful contexts, demonstrating a strong Applications outcomes focus and integration of outcomes from Language Competence, Global Citizenship and Strategies?
- include outcome-based assessment criteria to be shared with students before any assessed learning activity begins?
- engage students in using assessment information to improve their learning?
- maximize student use of German through meaningful student-to-student communication?
- include differentiated instructional strategies to meet the needs of all learners?
- ensure student awareness of, and engagement in, strategic learning; i.e., are students identifying thinking and learning strategies that work best for them, setting goals for strategy use and working to achieve those goals?
- provide opportunities for revision?

The following is a sample lesson plan that addresses multiple learning outcomes from the program of studies.



## Lesson Plan

### Lesson Title: Greetings – Welcome to My School

---

Date and Class: January 10, 2006, Class 4B

#### Outcomes Addressed:

---

Applications: 1.1a, 4.1a, 4.1c

Language Competence: 1.1a, 2.3a, 3.4a

Global Citizenship: 1.2a

Strategies: 2.1, 2.3

Possible Student Learning Strategies: interpret and use a variety of nonverbal cues to communicate; ask for confirmation that a form used is correct; use words that are visible in the immediate environment

#### Materials Required:

---

Video recording and viewing equipment (for students who are gifted).

#### Teaching and Learning Activities:

---

Brainstorm with students various verbal and nonverbal greeting and farewell expressions, e.g., *Hallo, guten Morgen*, hi, good morning, smiling, shaking hands.

Students circulate and greet one another in German. Encourage students to remember nonverbal expressions as well.

After a few minutes, ask students to offer their names and ask their partner's name. *Hallo, ich heiße Justin. Wie heißt du?* (Hi. My name is Justin. What is your name?)

Once students have had sufficient time to practise these two activities, consider allowing different student groups to present their conversations to class. Extend this activity to include farewells.

#### Differentiation of Instruction:

---

Encourage students with special education needs to refer to the expressions on the word wall during their conversations.

Have students who are gifted create a mini video that shows the greetings of various people in different situations.

#### Opportunity for Assessment:

---

Use an outcome-based checklist to determine if students have attained outcomes A–1.1a, A–4.1a, and A–4.1c during the conversations.





# Chapter 3

## Learning and Instructional Strategies

### Chapter Summary

Learning Strategies  
Instructional Strategies  
Using Technology in the Classroom

### Learning Strategies

Strategies are systematic and conscious plans, actions and thoughts that learners select and adapt to each task. They are often described as knowing what to do, how to do it, when to do it and why it is useful.

Students use various strategies to maximize the effectiveness of their learning and communication. Strategic competence has long been recognized as an important component of communicative competence.

To become successful strategic learners, students need:

- step-by-step strategy instruction
- a wide array of instructional approaches and learning materials
- modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- to develop the ability to make meaningful connections between skills and ideas and real-life situations
- opportunities to be independent and to show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing their own learning.

Students need to develop proficiency in using a strategy before new strategies are introduced. Over time, students will develop a number of strategies to facilitate their learning.

Some learning strategies are appropriate for early, middle and senior years, while other strategies may be appropriate only for a specific level. Students need:

- to know how they will benefit from the use of a strategy in order to become motivated and engaged in learning and to develop the will to apply the strategy
- to know what steps are involved in the strategy's procedure
- to know when the strategy should be used so that they can ensure transfer to other scenarios
- to know how to adjust the strategy to fit their particular purposes so that they become flexible in applying the strategy in a variety of relevant contexts
- to practise the strategy over time to develop proficiency.

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 more information ...

Appendix B  
Sample List of  
Learning Strategies

Possible student learning strategies are listed for each of the activities in the instructional strategies section of this chapter to illustrate the types of strategies students might use. These lists are not meant to be prescriptive. For a more extensive list of learning strategies, consult the Strategies section of the program of studies.

To ensure that students develop effective, independent, lifelong learning skills, it is essential to foster strategic learning in the German language and culture classroom. To develop advanced language skills, including literacy, students need instruction on the strategies that skillful learners use in completing language tasks. Students need to be taught learning strategies in all language arts through demonstration, explicit instruction, guided practice and independent practice with feedback and support. Students are encouraged to acquire and apply a wide range of strategies, including first and second language learning strategies and general learning strategies, to enhance their learning.

➔ For more information ...

German Language and Culture  
10-3Y, 20-3Y, 30-3Y  
Program of Studies

The program of studies includes clusters of specific outcomes designed to develop three types of strategies in the German language and culture classroom: language learning strategies, language use strategies and general learning strategies.

## Language Learning Strategies

---

Language learning strategies refer to actions taken by learners to enhance their own language learning. These strategies are divided into three categories—**cognitive**, **metacognitive** and **social/affective**—and are embedded within the German Language and Culture Program of Studies.

**Cognitive language learning strategies** include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously learned rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously learned language.

**Metacognitive language learning strategies** are higher order thinking skills that students use to manage their own language learning. These strategies include planning for language learning, monitoring language learning and evaluating success in language learning.

**Social/affective language learning strategies** are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitudes to help them learn the language.

## Language Use Strategies

---

Language use strategies focus on improving communication. The language use strategies in the program of studies are organized according to the three communicative modes: **interactive**, **interpretive** and **productive**.

**Interactive language use strategies** assist the learner or speaker in maintaining communication with another speaker of the language. These strategies include using circumlocution to compensate for one's lack of vocabulary, using nonverbal cues to communicate and summarizing the point reached in a discussion.

**Interpretive language use strategies** aid in comprehension of the language. These strategies include using visual supports to assist in comprehension, listening or looking for key words or elements and using discourse markers to follow extended texts.

**Productive language use strategies** aid in the production of language. These strategies include using resources to increase vocabulary or improve texts, compensating for avoiding difficult structures by rephrasing and using knowledge of sentence patterns to create new sentences.

## General Learning Strategies

---

General learning strategies refer to actions taken by students to enhance their own general learning. General learning strategies (similar to those of language learning strategies) are divided into three categories: **cognitive**, **metacognitive** and **social/affective**. The determining difference is whether the focus of the specific strategy is the learning of the German language or of other concepts.

**Cognitive general learning strategies** are strategies that students use in learning. These strategies include such activities as using models, concept mapping and brainstorming.

**Metacognitive general learning strategies** are higher order thinking skills that students use to manage their own general learning. These strategies include planning for their own learning and assessing their own learning. These strategies encourage students to think about their own thinking.

**Social/affective general learning strategies** are actions learners take to enhance their own learning through interacting with others. These strategies include methods students use to regulate their emotions, motivations and attitudes to help them learn.

## Teaching Learning Strategies

---

Strategies should be introduced as they are needed. When strategies are introduced and explained in terms of their value to the learner and are demonstrated and practised over time, they can produce long-lasting, significant improvements in the students' abilities to construct meaning, acquire language and achieve the German language and culture outcomes. All students benefit from strategy instruction, but individual students need varying degrees of support in learning and using strategies.

### Tips for Teaching a New Learning Strategy

1. Explain the strategy, discussing its purpose and the tasks for which it is most useful.
2. Model the strategy, "thinking aloud" so that students can observe the process. This means expressing both the overt purpose of the strategy and the metacognitive processes and self-correction used in any problem-solving method. Avoid mental leaps.
3. Teach the steps of the strategy, explaining the reasons for each step so that student learning will be based on understanding rather than on rote memorization.
4. Provide an immediate opportunity for students to use the strategy in the context of their own work. As students use the strategy, offer constructive feedback, monitor and prompt when necessary.
5. Review the strategy by modelling it again, this time with students monitoring and prompting.
6. In subsequent lessons, ask students to practise using the strategy, explaining what the strategy is designed to do, the steps that must be followed and the importance of each step.
7. Follow up with other opportunities for students to use the strategy and to reflect on their use of it as they move toward mastery. Monitor each student to determine what personal meaning he or she has made related to the strategy.
8. Discuss with students how the strategy can be used beyond the language and culture classroom.

## Instructional Strategies

---

Instructional strategies are the techniques and activities teachers use to help students become independent learners and develop and experiment with learning strategies.

Students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences. Teachers are encouraged to provide a variety of instructional strategies to ensure that all student needs are being met.

The following instructional strategies can be used across course levels.

## Alphabet Activities

---

Alphabet activities teach students to identify the names and sounds of the letters in the alphabet and should be done as part of other language learning. Alphabet knowledge should not be considered a prerequisite for participating in other activities. It is important to acknowledge the sound each letter makes, but it is also important to do so within meaningful contexts as early as possible; e.g., sounds as part of words as soon as some words are known.

### Possible Student Learning Strategies:

#### Cognitive

- Listen attentively
- Identify similarities and differences between aspects of German and your own language(s)

#### Interpretive

- Listen selectively based on purpose

### ☉ Letter Sorts

Through Letter Sorts, the teacher collects plastic letters, or prints letters on squares of paper, and has students identify each of the letters in the alphabet by naming them or by pointing to them when prompted.

## Auditory Discrimination Activities

---

Auditory discrimination activities require students to consider and identify sounds in words. These activities can be used to introduce oral language.

### Possible Student Learning Strategies:

#### Cognitive

- Use mental images to remember new information
- Look for patterns and relationships

#### Interpretive

- Determine the purpose of listening
- Listen selectively based on purpose

### ☉ Find the Right Sound

In this activity, the teacher creates or purchases flash cards that include pictures of objects with the names written below. The teacher instructs the students to listen for a particular sound as he or she reads each word. The students collect only those cards with the words that contain the right sound. The students then hand in the cards, repeating the words as they do so. If the students make a mistake, the teacher simply takes the card, points to the word and repeats it, says the letter sound on its own and moves on.

### ☉ Sort the Sounds

In this activity, the teacher creates or purchases flash cards that include pictures of objects with the names written below. The teacher instructs the students to listen to the words as he or she reads them and decide which “sound category” they belong to. The students take each card and attempt to put it in the correct “sound category” pile, repeating the word as they do so. If the students make a mistake, the teacher simply takes the card, points to the word and repeats it, says the letter sound on its own, then places the card in the correct pile.

## Categorizing

---

Categorizing involves grouping objects or ideas that have common features or relationships. It enables students to see patterns and connections and develops their abilities to manage and organize information. Categorizing is often used to organize information produced during a brainstorming activity.

#### Possible Student Learning Strategies:

##### Cognitive

- Group together sets of things—vocabulary, structures—with similar characteristics
- Look for patterns and relationships

## Cloze Activities

---

In cloze activities, words, phrases or letters are omitted from printed text. Students employ language cueing systems to insert words or letters that complete the text in a meaningful way. Cloze activities promote sense-making skills and reflection on the rules of language (e.g., “I know the word, and to fill in the missing sound I need to add the letter ‘a.’”, “This sentence doesn’t make sense unless I put the word ‘and’ in it.”). Teachers should avoid having too many blanks initially, and begin by blanking out the same type of letter or word consistently (e.g., the long vowel sounds, the adjectives).

#### Possible Student Learning Strategies:

##### Social/Affective

- Seek the assistance of a friend to interpret a text

##### Interpretive

- Listen or look for key words
- Infer probable meanings of unknown words or expressions from contextual clues



## ☉ Letter-level Cloze

In this activity, the teacher selects high frequency words from students' oral vocabulary, from classroom word walls or from reading, and reproduces them with key letters missing. A consistent pattern is followed; e.g., the first letter is removed, the last letter is removed. Students should know what word they are trying to make either because it has been vocalized or because it is within a familiar context; e.g., a sentence from a story. As students become more adept, the teacher can focus on words that are easily confused. This works really well as part of a mystery message written on the board at the beginning of class as a "do now" activity.

## ☉ Word-level Cloze

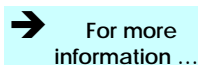
In this activity, the teacher selects sentences from students' reading or from language-experience stories (short pieces of writing dictated by the student) and reproduces them with key words missing. A consistent pattern is followed; e.g., adjectives are removed. Students should be able to use the context of the sentence to figure out a word that makes sense. Early on, the teacher can provide students with a bank of possible words to choose from.

### Tips for Cloze Activities

1. Introduce students to cloze procedures with oral activities. Read a passage aloud, pausing occasionally to encourage students to complete lines or phrases with appropriate and meaningful words.
2. Choose or write a text appropriate to the students' level of understanding. Leave the first sentence untouched. Delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways to decide possible words to delete; e.g., key words related to the topic of the sentence or words that have a particular grammatical function, such as all the adjectives or pronouns.
3. Replace the words with blanks of equal length so there is no clue as to the length of the deleted words.
4. Advise students to use any clues they can find in the text or any knowledge they have of the topic or language to try to discover what the missing words are.
5. Ask students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, students can discuss reasons for each choice and decide which suggestion is best. The sharing of ideas and of interpretation strategies is an important aspect of this instructional method.

## Cooperative Learning Activities

---



For more information ...

Chapter 4  
Using Collaborative  
Learning

Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes. Success is based on the performance of the group rather than on the performance of individual students.

Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners.

Cooperative learning activities play an important role in increasing students' respect for, and understanding of, one another's abilities, interests and needs. These activities promote risk taking and team building and develop group responsibility and social skills. Cooperative group work provides opportunities for students to take an active role in the language acquisition process, while allowing the teacher to be a "guide on the side."

#### Possible Student Learning Strategies:

##### Social/Affective

- Initiate and maintain interaction with others
- Work cooperatively with peers in small groups
- Work with others to solve problems, and get feedback on tasks

##### Interactive

- Interpret and use a variety of nonverbal cues to communicate
- Repeat part of what someone has said to confirm mutual understanding

#### Tips for Cooperative Learning Activities

1. Create small, diverse groups to allow students to learn from one another's strengths and abilities.
2. Structure groups so success depends on each group member being responsible for some part of the task. Assign roles within each group. Rotate roles so that all students have the opportunity to experience each role.
3. Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help, reaching consensus and completing a task within the allotted time. Provide opportunities for students to practise these skills and to receive feedback and reinforcement.
4. Allow students time to evaluate the cooperative learning process, both individually and as a group.

#### 🕒 Brainstorm Carousel

Brainstorming allows students to share their ideas in a collective manner. Ideas flow and build on one another as the group generates many ideas on a specific topic. The brainstorming process develops student vocabulary and creates an environment that encourages respect for others, as judgement is suspended on all the ideas presented.

In the "carousel" approach to brainstorming, students are divided into groups of four to six, depending upon the number of subtopics. Each group is provided with one sheet of chart paper and a different coloured marker so group contributions can be tracked by colour. Each group writes down as many ideas as possible on their designated subtopic within a set period of time. Students then pass their chart paper to the next group. The groups review the ideas of the previous group and add their own. The chart paper circulates through all groups until it returns to its original group.

## ☉ Corners

In a corners activity, students express opinions and listen to the different points of view of their classmates. This helps to promote understanding of, and respect for, others.

To begin, the teacher announces what each corner of the room will represent. Actual objects or pictures can be placed in each corner to facilitate recognition. The teacher asks a question and has students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and discuss their answers with the other students who chose that corner. A spokesperson from each corner is chosen to summarize and present the ideas discussed.

### Example

When discussing holidays and celebrations, place a symbol representing a different celebration in each corner of the room—a Christmas ornament, a picture of a birthday cake, an Easter basket and Family Day circled on a calendar page. Ask a question such as: *Which is the most important celebration/holiday for you and why?*

Students move to the holiday/celebration corner they feel is most important. The students in each corner discuss their ideas, then listen to and paraphrase ideas from all the other corners.

## ☉ Eight Square

This instructional strategy is useful for accessing and reviewing background knowledge and is particularly beneficial for students experiencing difficulty, as they are exposed to the information over and over again.

Eight-square activities function like a scavenger hunt. Students are given a piece of paper divided into eight squares, each of which identifies a specific piece of information to look for. The eight squares can reflect questions about language, food, arts or any other element of the culture being studied. Students must then circulate around the room, seeking out classmates who can provide the information requested and sign the appropriate square. Finally, the teacher calls on a student to share the name and information from one square of his or her paper with the class. The person whose name appears in the square will be the next to share with the class. Individual students can be called on only once.

Example:

Find someone who can:			
name the letters of the German alphabet	name three body parts in German	name four family members in German	sing you a simple song in German
identify a difference between his or her first language and German	name two modes of transportation in German	name three items of clothing in German	name a strategy for remembering new vocabulary

### ☉ Focus Trio

Focus trio is used with oral comprehension (audio or video segments, guest speakers) or with written comprehension activities. It allows students to anticipate or predict the content of a presentation or text based on their previous knowledge. This strategy helps to build confidence and risk-taking behaviour.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or questions that they think will be answered. When they hear or read the text, students verify their predictions and write down any new information they find interesting. After the presentation, they discuss predictions and new information. A class discussion may follow.

### ☉ Informal Groups

Pairs or small groups are quickly formed to do a specific task in a short period of time. Students could brainstorm lists of words or ideas; express personal opinions on a film, a song or a current event; or give a brief report on learning strategies they have recently tried. They could share German culture-related Internet sites they found useful and interesting.

### ☉ Inside-Outside Circle

In this activity, students form two concentric circles with the two groups facing each other. Each student works with the person facing him or her to discuss, describe or practise. Students then rotate to the right or left around their circle and repeat the activity until everyone has shared several times with different partners. The same procedure can be used for students to develop and pose their own questions. This instructional strategy is an effective way to encourage every student to participate while teaching skills and concepts that may require varying degrees of repetition for mastery, such as vocabulary acquisition and grammar.

### Example

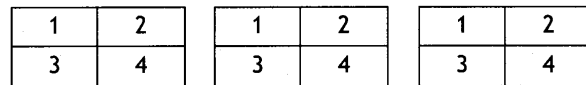
Each student is given a picture card with an illustration of an item from a lexical field, such as family, body parts, animals or holidays. On a cue from the teacher, students rotate several places to the left or right and present their picture cards to their partners. Each student attempts to name the item depicted on the other's card. If a student is unable to answer, his or her partner provides the answer.

To allow for varying developmental levels, include the text on the back of the card and provide each student with a developmentally appropriate vocabulary to ensure that all students have learned at least one new vocabulary item.

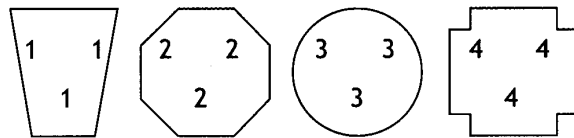
### ⊙ Jigsaw

Jigsaw is a strategy for organizing cooperative learning groups to share the workload on larger projects.

The teacher divides students into groups of four. These groups will be the students' home groups. The teacher explains the project, outlines student responsibilities, explains the skills that are to be developed and clearly explains how students will be assessed. Within the home groups, each student agrees to a particular role and becomes the "expert" on that role for the group.



The experts on the same topic for each home group then come together to form expert groups. In their expert groups, they work on their particular aspect of the project and decide how to present or teach this to the other members of their home groups.



Once students finish in their expert groups, they return to their home groups. They use what they have learned and teach it to the other group members, remaining the expert on that role for their groups.

Jigsaw activities can help students explore program outcomes that relate to historical and contemporary elements of the culture and outcomes that focus on using strategies to maximize the effectiveness of their learning.

### Tip for Jigsaw Activities

As groups work, observe student progress, record your observations for feedback and intervene to assist if needed. Encourage the group members to solve any problems collaboratively.

### ☉ Numbered Heads

This strategy is effective for reviewing material, checking for knowledge and comprehension, and tutoring. It develops team-building skills and provides a safe risk-taking environment, since the group is challenged to arrive at a consensus. This activity can be less threatening for students who are shy or have weaker oral skills than their classmates.

Students are organized into groups of four, and the group members number off from one to four. Students are asked a question and are given time to collaboratively come up with an answer. The teacher calls out a number from one to four. The person assigned that number in each group raises his or her hand or stands up. The teacher randomly selects one of these students to answer. If the answer is incorrect, the teacher calls on another of the selected students to give an answer.

### ☉ Round Robin

Students are divided into groups of four. When the signal to begin is given, each student, in turn, contributes an idea orally—a word, phrase or sentence.

#### Example

Students are grouped into fours and asked to name the 12 months of the year. The first student starts by saying *Januar* (January). The next student would follow by saying *Februar* (February) and so on until all 12 months have been named. Each student could then be asked to identify his or her favourite month.

### ☉ Think–Pair–Share

In a think–pair–share activity, students think individually, turn to a partner and discuss in pairs (or trios) and then share responses with the large group. This type of sharing allows for flexibility and can easily be used throughout learning activities. Think–pair–share activities usually ask students to summarize, question or clarify ideas. All students are accountable for listening actively and contributing to the group and/or the class, making this strategy valuable for students who rarely participate or for those who find active listening difficult. Also, as they share in pairs or in trios, students are exposed to peer models of language response and social behaviour.

### ☉ Three-step Interview

This strategy maximizes student participation and is useful for predicting, hypothesizing, providing personal reactions, reinforcing content and summarizing learning.

The teacher divides students into groups of four and then into pairs. Partner A interviews Partner B. Then the students reverse roles. Each student, in turn, shares with the group what he or she has learned in the interview.

## ◎ Three-to-one Technique

In the three-to-one technique, the teacher poses questions that allow at least three possible answers. In trios, each student gives one possible answer and a recorder for the group writes down the responses. Students with learning difficulties might respond with only one word but are still able to contribute to the group. The teacher then asks a follow-up question that challenges the students to agree on one best answer by discussing and possibly combining ideas. Each member must agree on the selected answer and be able to justify the answer to the class (Bellanca and Fogarty 1990).

## Demonstration

---

Through demonstration, teachers discuss and model particular skills or processes that help students acquire procedural knowledge; e.g., taking students step by step through the writing process or a particular learning strategy.

### Possible Student Learning Strategies:

- Interpretive**
- Determine the purpose of listening
  - Listen or look for key words
  - Infer probable meanings of unknown words or expressions from contextual clues

### Example

Demonstrate how to play a traditional game, how to introduce a student to the class and so on.

## Didactic Questions

---

Didactic questions ask for facts that focus on one topic. Effective didactic questions check for learning, tap into previous learning and encourage creative thinking. They often begin with *who*, *what*, *where*, *when* or *how*.

### Possible Student Learning Strategies:

- Interpretive**
- Make connections between texts on the one hand and prior knowledge and personal experience on the other
  - Summarize information gathered

## Forming Learning Groups

---

Depending upon the nature of the task or the activity, the class can be divided into pairs, trios, quads and so on. The pairs or groups can be formed at random or can be predetermined. Once in pairs or groups, various group roles can be assigned, again at random or predetermined before the activity or task begins.

### ⊙ Chalkboard List

This is a good strategy to use when students are finishing their work at different times. As students complete one assignment, they write their names on the chalkboard. When three names accumulate, they form a new group and move on to the next activity.

1. Michelle	1. Eric	1.	1.
2. Sam	2. Megan	2.	2.
3. Rain	3.	3.	3.

### ⊙ Pairing Up Partners

Partners can find each other by following a matching process. Teachers can use sets of cards with categories such as:

- opposites
- synonyms
- word associations
- first and last names
- one half of a shape or a picture.

### ⊙ Random Groups

Students number off or they draw names, shapes, puzzle pieces or toothpicks out of a bag or hat. The matching process can also be used with categories such as:

- one's birthday month
- cities
- provinces
- seasons
- weather expressions
- various forms of a conjugated verb
- clothing
- playing cards.

## Gallery Walk

---

Gallery walk (Brownlie and Close 1992) is a process by which students use observation skills to gather data and draw conclusions about a topic. Gallery walk is frequently used with other learning strategies to allow students to view others' work, including representations, and process the content in preparation for further discussion or consensus building.

### Tips for Gallery Walk Activities

1. The teacher or students construct displays representing various aspects of a topic. Displays may also be the result of individual student or small-group inquiries on a topic. One person serves as the curator and remains to explain the display.
2. Students are paired and directed to visit displays located around the room. Students are to observe the displays carefully, talking with their partners and recording their observations and the important points of their discussion. They then move on to the next display and repeat the procedure.



3. Students review their observation notes and then make individual lists of what they think are the most important observations.
4. Each student shares his or her individual list with someone other than the original partner and negotiates with a new partner to create a common list.
5. Each pair of students finds another pair of students and negotiates a common list for that group.
6. Follow-up might include written summaries, whole-class consensus or short oral feedback sessions.

## Games

### ➔ For more information ...

Danesi, Marcel.  
*A Guide to Puzzles and Games in Second Language Pedagogy.*  
 Toronto, ON:  
 OISE Press, 1985.

Once students have developed a level of comfort with the new language and environment, games can be an effective means of learning new vocabulary, reinforcing concepts and assessing literacy skills. It is important to develop a variety of games, for storage in learning centres, that involve the whole class, small groups, partners, individuals, teacher direction and independent use. Games are often:

- interactive
- cooperative
- competitive
- fun
- clearly defined by rules
- over at a predetermined point.

Some examples of games frequently played by second language learners are Simon Says, Around the World, Go Fish and Twenty Questions.

### Possible Student Learning Strategies:

#### Social/Affective

- Understand that making mistakes is a natural part of language learning
- Be willing to take risks and to try unfamiliar tasks and approaches
- Work cooperatively with peers in small groups

### Tips for Games Activities

1. Target a particular language concept, such as a lexical field, a grammatical structure or a specific application, as the academic focus of the game.
2. Focus as much as possible on student-to-student interaction.
3. Allow for errors and lots of practice.
4. Use games to support what is being taught in class.

## Gouin Series (Echo-acting)

---

For this strategy, the teacher prepares a series of six to eight short statements describing a logical sequence of actions that takes place in a specific context; e.g., getting up in the morning, cooking a meal, using the library, making a telephone call. These statements should all include action verbs and use the same tense and the same person throughout. The teacher presents the statements to the class orally, accompanying them with pantomime of the actions involved. The class responds first through mimicking the actions involved and later by imitating the statements while doing the actions. For example:

- I get up in the morning.
- I stretch.
- I walk to the bathroom.
- I brush my teeth.
- I comb my hair.
- I walk into the bedroom.
- I make my bed.
- I get dressed.

In preparing a Gouin series, it is useful to have simple props and visuals for at least some of the activities.

## Graphic Organizer Activities

---

➔ For more information and blank templates ...

Appendix C

Graphic organizers can help students understand a concept and reduce the load on their short-term memories. Displaying a concept visually enables students to focus their attention on language development. Graphic organizers link the language and content, often forming a bridge to knowledge that the student may already have in his or her first language.

Using a graphic organizer to teach new concepts is an effective way to engage students in discussion and have them learn essential vocabulary in a meaningful context.

Initial teaching about the use of graphic organizers should always include teacher modelling and discussion about the role of graphic organizers in helping students organize their thinking and in providing a base of information. For example, when showing students the process for using a genre map to analyze a mystery, the teacher should read a mystery to the class and help students identify on a large genre map at the front of the class the mystery, the events, the main suspects and the reasons for the suspicion. The teacher should discuss the key elements of a mystery and how relationships in a mystery might be represented. Students could then read a short mystery and complete their own maps. Further scaffolding might be accomplished by giving students a partially completed map or by providing support in picking out and placing information on the map.

After classroom practice with a variety of graphic organizers, students should be able to choose appropriate organizers related to their purpose, to explain their choices and to use organizers effectively; e.g., they might:

- use webbing during a brainstorming activity to record thoughts in preparation for narrowing the topic
- use a compare-and-contrast map, such as a Venn diagram, for comparing climates or when comparing two versions of a story.

#### Possible Student Learning Strategies:

##### Cognitive

- Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- Look for patterns and relationships
- Use available technological aids to support language learning

##### Social/Affective

- Participate actively in brainstorming and conferencing as prewriting and postwriting exercises

## ☉ Brainstorming Webs

➔ For a blank template ...

Appendix C

Brainstorming is effective for generating lists of ideas and creating interest and enthusiasm for new concepts or topics. Students can also use brainstorming to organize their knowledge and ideas. Information gathered during brainstorming can serve as a starting point for more complex tasks, such as projects, outlines, mind maps or decision making.

### Tips for Brainstorming

1. Accept all statements. Emphasize quantity rather than quality.
2. Prohibit criticism—all ideas are accepted no matter how outrageous or far-fetched.
3. Do not allow discussion except for clarification.
4. Encourage participants to build on others' ideas.
5. Set a time limit.
6. First generate ideas and then combine and order them.
7. Brainstorming in German may not be possible until students develop a level of proficiency that allows them to express their ideas.

## ☉ Concept Map

Concept mapping can help students visualize how ideas are connected and lead to understanding of linguistic relationships and how knowledge is organized. The concept mapping process can improve students' oral communication, comprehension and problem-solving skills. Concept maps identify key ideas to be learned and can be used to facilitate the learning of these key ideas, to review subject matter or to summarize a unit or a lesson. When developing a concept map, the teacher and students identify a set of concepts associated with a selected topic. Concepts are ranked in related groups from general to specific. Related concepts are connected and the links can then be clarified with pictures, visuals or with German words, phrases or sentences.

## ⦿ Decision Making (PMI Chart)

➔ For a blank template ...

Appendix C

Students can use Plus, Minus and Interesting information (PMI) charts to compare and contrast situations, ideas or positions. PMI charts give students a format for organizing information and evaluating their knowledge and ideas. For more information, see the PMI chart instructions in Appendix C.

## ⦿ Decision Making (What I Have, What I Need)

➔ For a blank template ...

Appendix C

A decision-making model such as What I Have, What I Need offers a step-by-step process that encourages students to look for more than one solution, choose the best alternative and develop an action plan for implementing their decision. By breaking down decision making into specific steps and taking the time to generate a variety of possible decisions, students at any grade level can become better, more creative decision makers.

## ⦿ Flowchart

Flowcharts graphically depict a sequence of events, actions, roles or decisions. They foster the development of logical and sequential thinking and promote the development of organizational and planning skills. Flowcharts can provide a useful outline for writing.

## ⦿ Idea Builders

➔ For a blank template ...

Appendix C

Idea builders create a context for introducing or clarifying new concepts, such as developing an understanding of a particular value. They are especially helpful for English as a second language students or students with special needs who require support in understanding new concepts. Idea builders encourage students to:

- make connections between what they know and what they will be learning
- gather information related to a concept by identifying essential and nonessential characteristics or examples
- examine concepts from multiple perspectives
- develop inductive and divergent thinking
- focus their attention on relevant details.

## ⦿ KWL Charts

➔ For a blank template ...

Appendix C

KWL is a brainstorming strategy that encourages students to be active learners. Students begin by creating a chart with three columns. In the first column, students record the information they already **K**now about the topic. In the second column, students write a list of questions they **W**ant to answer about the topic (these questions provide the focus for reading). In the third column, students record the information they have **L**earned about the topic.

### Tips for Using KWL Charts

1. Students read or listen to a text or watch a visual presentation. List on the board, under “what we Know,” information students know or think they know about a selected topic. Next, list questions students want to answer about the topic under “what we Want to know.”
2. While researching, participating in a field trip or otherwise investigating a topic, students are asked to keep in mind the information listed under “what we Want to know.”

3. After the investigation, students identify what they learned, and that information is listed under “what we Learned.” Students complete the activity by contrasting the information listed under “what we Learned” with that listed under “what we Want to know.”
4. Information gathered in a KWL chart can facilitate learning log reflections and goal setting for students.

### ☉ Mind Maps

➔ For more information ...

Appendix C

Mind maps are an easy way to represent ideas by using key words, colours and imagery. Their nonlinear format helps students generate, organize and see connections among ideas. Mind maps integrate logical and imaginative thinking and create an overview of what students know and think about a topic. Webs are simple mind maps. Adding pictures, colours and key words transforms them into more powerful tools for learning, for remembering and for generating ideas.

### ☉ Story Maps

Story maps are graphic representations of key story elements: character, plot, problem or goal, mood, setting, theme and resolution. They provide visual outlines that help students to understand story elements and plot development and to remember story content.

#### Tips for Story Map Activities

1. Review key story elements: plot, character, mood, setting, conflict, theme and resolution. These elements can be recorded on an overhead transparency or the board in chart form or in the form of a story map.
2. Students listen to or read a story or view a movie. Provide students with a template for a story map. Students fill in the key information as you model the process. Remind students that only the major events are to be recorded.
3. Model with older students how to use the key information to determine the theme. Have students record the theme in the appropriate space on the story map. Once students are familiar with story maps, they will be ready to use them on their own to analyze stories they read or movies they view.

### ☉ Triple T-chart

➔ For a blank template ...

Appendix C

T-charts can be used to help students organize their knowledge and ideas and see relationships between pieces of information. T-charts can have two, three or more columns. As students explore core values, T-charts can be used to create visual pictures of what those values look, sound and feel like. T-charts can also be used to explore social issues, compare and contrast different situations, or investigate two or more aspects of any character and citizenship topic.

### ☉ Venn Diagram

➔ For a blank template ...

Appendix C

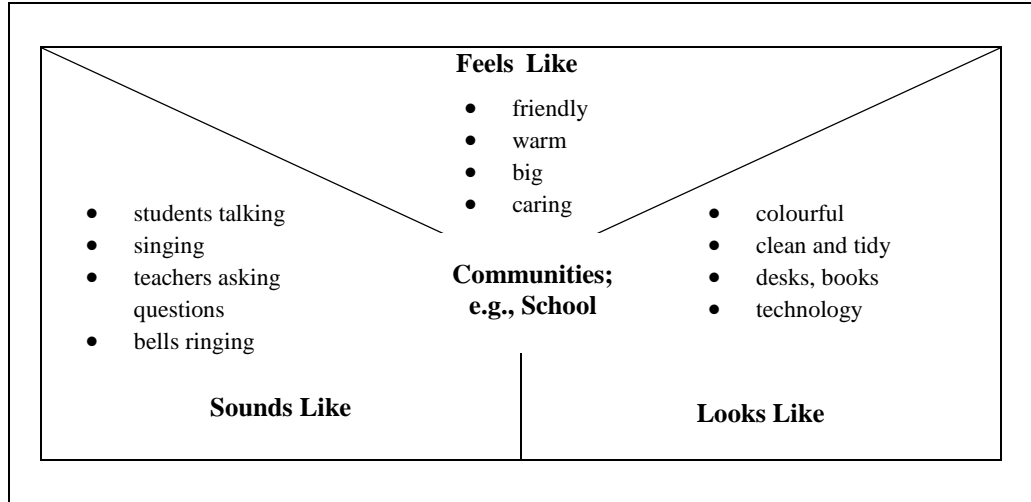
A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in Appendix C.

## Y-charts

→ For a blank template ...

Appendix C

Y-charts are graphic organizers that serve to organize ideas about what a particular topic sounds like, feels like and looks like. For example:



## Group Roles

→ For a blackline master ...

Appendix B  
Group Roles Organizer

The roles in a cooperative learning group depend on the task. Before assigning roles, the teacher reviews the task and determines what roles are necessary for the group to be successful. Roles could include the following:

<b>Checker</b>	Ensures that everyone understands the work in progress.
<b>Encourager</b>	Encourages everyone in the group to contribute, and offers positive feedback on ideas.
<b>Materials Manager</b>	Gathers the materials necessary to complete the task. At the end of the task, the materials manager returns the materials and turns in the group's work.
<b>Observer</b>	Completes a checklist of skills and strategies used for the group.
<b>Questioner</b>	Seeks information and opinions from other members of the group.
<b>Recorder</b>	Keeps a written record of the work completed.
<b>Reporter</b>	Reports on the group's work to the rest of the class.
<b>Timekeeper</b>	Watches the clock and makes sure the group finishes the task within the time allotted.

When introducing roles to the class, the teacher explains and models them. Students are given opportunities to practise the roles. The teacher emphasizes that all roles are equally important and contribute to the success of the group.

Cooperative learning creates opportunities for students to learn and apply important social and communication skills. It enhances perspective, encourages higher-level reasoning, creates social support and provides opportunities for students to participate in meaningful, thoughtful activity.

## ⦿ Random Roles

In Random Roles, the teacher passes out role cards to each group member or distributes coloured candy, shapes, buttons, beans or any collection of objects, where each object represents a particular role.

## ⦿ Group Assessment

➔ For more information ...

Chapter 7

There is some debate regarding the assignment of a group mark for cooperative learning activities. Spencer Kagan argues against using a group achievement mark for the following reasons.

- If grades are partially a function of forces out of students' control, such as who happens to be in their group, that sends students the wrong message.
- Group marks violate individual accountability if individual students find ways to manipulate situations to their advantage.
- Group achievement marks are responsible for parent, teacher and student resistance to cooperative learning.

Rather than awarding group achievement marks, Kagan suggests that teachers provide feedback in written form on students' cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. He also suggests that teachers ask students to set their own goals and to use self-assessment to promote learning and improve social skills.

## Independent Study

---

➔ For more information ...

Chapter 5  
Independent Study

Independent study can develop skills that enable students to become lifelong learners. The student or the teacher may initiate independent study activities that develop sound independent study habits. Students may work with a partner, as part of a small group or alone. Independent study activities can be used as a major instructional strategy with the whole class, or in combination with other strategies. Such activities can be used with one or more individuals while the rest of the class is involved in another strategy.

### Possible Student Learning Strategies:

#### Cognitive

- Find information, using reference materials such as dictionaries or textbooks

#### Metacognitive

- Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly
- Keep a learning log
- Make choices about how you learn

---

Group Assessment: Adapted from Spencer Kagan, "Group Grades Miss the Mark," *Educational Leadership* 52, 8 (May 1995), pp. 70, 71. Used with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at [www.ascd.org](http://www.ascd.org).

### Tip for Independent Study

Assessment of the abilities students already possess is important before independent study begins. Specific challenges can be incorporated into independent study assignments to build upon and further develop individual capabilities.

## Information Gap Activities

---

In information gap activities, students exchange information to solve a problem, gather information or make decisions. These activities can be done in pairs, be teacher-led or involve groups of students. They may be highly structured or fairly open-ended and are often used to reinforce previously learned vocabulary and structures.

Ideally, information gap activities are as close to real life as possible, using questions and answers the same as or similar to those found in real-life situations. Students will then have a purpose for exchanging information; e.g., a task to complete, a puzzle to solve or a decision to make.

### Possible Student Learning Strategies:

#### Social/Affective

- Work with others to solve problems, and get feedback on tasks

#### Interactive

- Indicate lack of understanding verbally or nonverbally

### Information Gap Activity Example

1. Organize students in pairs, and identify and review vocabulary and structures that are needed to complete the activity. For example, the activity could use a basic question structure and the vocabulary associated with the objects found in a classroom.
2. Provide Student A with a picture depicting a familiar scene, such as the inside of a classroom. Provide Student B with a picture of the same scene with some alterations; e.g., objects added or missing. Students ask each other questions in German to determine which objects are missing from their own picture. Students sketch in objects they discover are missing from their own picture. Once complete, students assess the accuracy of their communication by comparing their pictures.
3. Circulate through the classroom while the activity is in progress. Record anecdotal notes of how each individual is demonstrating the development of skills in relation to the defined learning outcome(s). Notes should be ongoing through several classes to allow for tracking of skill development and identification of any challenges a student might encounter.



## Interviews and Surveys

---

Interviews and surveys can be conducted on almost any topic and aim to facilitate the development of the language through application. They can be used to determine and report the frequency of particular responses to specific questions posed to a defined sample of people. Information collected may be strictly factual (e.g., month and year of birth, number of people in the family or the class) or it could be more subjective (e.g., likes and dislikes, opinions on a specific topic). Simple factual surveys are recommended for beginners.

### Possible Student Learning Strategies:

#### Interactive

- Interpret and use a variety of nonverbal cues to communicate
- Ask for clarification or repetition if you do not understand

### Tips for Interviews and Surveys

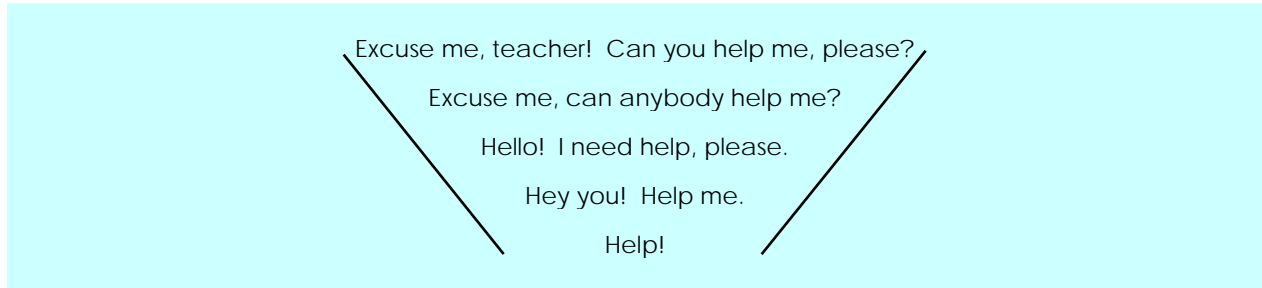
1. **Prepare:** Review the procedure with the class. Explicit teaching or review of structures for asking questions may be needed.
2. **Plan:** Collaboratively decide the purpose of the interview or survey and if questions will be oral or written. Formulate questions to ask, choose the sample of people to survey and divide the work among the students.
3. **Collect Data:** The interview/survey is conducted in the manner agreed upon; e.g., in-person interviews (preferable for beginners), surveys by phone or e-mail, surveys on paper.
4. **Organize and Display Data:** Once data has been collected, it should be compiled and displayed. Results are often displayed by using a graph. The type of graph used will vary with the age and mathematical understanding of the students. With advanced planning, an interview/survey activity can be integrated with a topic from mathematics class.
5. **Summarize, Analyze and Interpret Data:** For simple factual interview/survey results, these steps are relatively easy. If information about opinions or values has been gathered, there is more opportunity for discussion and differing interpretations. Students may present their interpretations orally or in writing.

## Language Ladders

---

Creating language ladders is an effective strategy for teaching essential classroom language. Using direct instruction, essential language phrases are taught, usually one each day. These phrases usually represent a series of different ways to express a similar idea or need, often in different registers, degrees of politeness or social context; e.g., different ways of greeting people or giving praise or encouragement to group members. Language ladders are posted on the wall with accompanying visual cues, and language phrases are always grouped (like the rungs of a ladder) to show their relationships and to assist students in remembering their meanings.

### Example: Language Ladder



#### Possible Student Learning Strategies:

##### Cognitive

- Group together sets of things—vocabulary, structures—with similar characteristics
- Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

##### Productive

- Use words visible in the immediate environment

## Learning Logs

---



For more  
information ...

Chapter 7  
Learning Logs

A learning log is usually a single notebook with various sections that provide places for students to journal (reflect) and log (record with purpose).

Students record their personal reflections, questions, ideas, words or expressions to remember, or the feelings they have about experiences in class. Ideally, such reflective thinking and writing is done on a regular basis and the teacher responds with oral or written advice, comments and observations.

Learning logs are usually more objective, providing a place to record observations on learning activities, lists of books read or films watched, or notes on learning strategies.

Until students develop an appropriate level of proficiency in German and in reflective thinking and writing, they will need teacher guidance and will likely reflect in English. The transition to using more German and more independent reflection is made over time. Once the transition is made, reflecting becomes a strong and meaningful context for students' German use.

If students have little experience in reflective writing, it is a good idea for the teacher to model the process by doing a collective journal on large chart paper. The teacher can begin by discussing the reasons for keeping a journal and ways that the journal can be used, so students understand the purpose and the process.

## Tips for Learning Logs

1. Ask specific questions to guide students. Provide suggestions for topics.
2. Provide regular opportunities for students to write in their learning logs—perhaps a few minutes before or after an activity or at the end of each week.
3. Students choose whether or not to share their journal entries with the teacher or their fellow students. If students decide to share part or all of their journals, teachers can respond individually with questions or comments to extend thinking. **Since the primary purpose of a journal is not to practise writing, teachers should not correct the grammar, spelling or punctuation in student journals.**
4. Encourage students to regularly reread what they have written in their journals and reflect on what they have written.
5. If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express meaning.

Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps students develop the language they need to write effectively about their learning.

Teachers should encourage students to retell, relate and reflect by looking back, looking in and looking forward.

### Looking back (Retell)

What activities did we do?

What did I learn?

What strategies did I use during the activities?

### Looking in (Relate)

What did I like or dislike about the learning experience?

How does what I learned relate to what I already knew?

What questions or concerns do I have about what I learned?

### Looking forward (Reflect)

What would I like to learn more about?

What goals could I set for myself?

How might what I learned help me in the future?

### Possible Student Learning Strategies:

#### Metacognitive

- Reflect on learning tasks with the guidance of the teacher
- Reflect on the listening, speaking, reading and writing process
- Keep a learning log
- Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

## Mini-lessons

---

Short lessons can efficiently deliver small amounts of information to students, such as aspects of culture or a grammatical structure. Mini-lessons are effective when they are limited to 10–15 minutes. Teachers can incorporate group discussion and/or demonstrations and feature visual aids such as overhead transparencies or posters.

### Possible Student Learning Strategies:

#### Cognitive

- Listen attentively

#### Metacognitive

- Listen or read for key words
- Be aware of the potential of learning through direct exposure to the language

### ☉ Turn and Talk

In this strategy, students turn to a neighbouring student and discuss the mini-lesson they have just heard. They summarize the content of the lesson, using a graphic organizer such as a concept map, a Venn diagram or a flowchart. The teacher specifies the organizer that best suits the topic or the content of the lesson, or discusses with students which graphic organizer they think would work best and why. The resulting summaries are discussed as a class, and a master organizer summary is collaboratively developed on the board.

## Reading Instructional Strategies

---

### ☉ Author's Chair

During author's chair activities, students read aloud their written drafts or compositions to their classmates. Listeners provide positive comments and constructive feedback to the author to assist future writing efforts. Writing is usually shared with the entire class, but occasionally authors read to small groups. A special chair or area of the classroom may be designated for this activity.

#### Tips for Author's Chair

1. Have the author face the audience and read a draft or completed composition. Have the author share accompanying illustrations and explanations with the audience. The audience uses active listening skills to convey respect for, and acceptance of, the author's efforts.
2. Have the author request comments or feedback about the piece from the audience. Encourage audience members to make positive comments related to the events, characters or specific language used in the writing. Encourage the author to ask questions about the clarity and effectiveness of the writing as well as the use of language. Have the audience offer suggestions for revision or considerations for future work.

### ☉ Comprehension

Students learn comprehension skills and strategies in a variety of situations while accessing different levels of text and different text types. The focus of guided comprehension is on direction, instruction, application and reflection.

To assist with student comprehension, teachers can provide focused instruction of comprehension skills and strategies, such as:

- previewing
- self-questioning

- making links to self, text and others
- visualizing
- using graphophonic, syntactic and semantic cueing systems
- monitoring, summarizing and evaluating.

### ☉ Read-aloud

During read-alouds, teachers read to the whole class or to a small group, using material that is at the listening comprehension level of the students. The content of the reading may focus on a topic related to a curriculum outcome in another subject area, such as mathematics, science or social studies.

Reading aloud to students helps them develop a love of good literature, motivation to pursue reading on their own and familiarity with a variety of genres, including nonfiction. It provides them with new vocabulary and contributes to their oral and written language development. Reading aloud should occur frequently to stimulate the students' interest in books and reading.

### ☉ Readers' Theatre

Readers' theatre activities encourage students to work cooperatively by taking turns. These activities also support the development and practice of oral language skills by promoting pronunciation, intonation and oral language fluency. In readers' theatre, students read aloud from scripts. They do not require special costumes, sets, props or music. Readers' theatre can be done as a whole class, in small groups or with partners.

#### Tips for Readers' Theatre Activities

1. Choose an appropriate story or script. Look for lively dialogue, clear prose, balance of parts and an appealing theme. After some practice with scripts, students can adapt a story or poem of their choice.
2. Read the story or script to students. Older students can take turns reading aloud.
3. Discuss and reflect on the story, characters and author's intent or theme. For example: What did you think about the story? Why? How do you think the characters felt? How do you know what they were feeling? Why do you think they acted the way they did? How do you know? Can you give examples from the story?
4. Assign parts, or have students volunteer, and distribute scripts. Let many students play each part in turn. Write scripts on chart paper or on an overhead transparency so students can be free to use hand movements and mime. Colour-code parts so that students can find them easily.
5. Read through the script. Allow students to ask questions, make comments or react to the story. Discuss voice projection, intonation, good vocal expression, facial expression and gestures.
6. Have students practise the script as a whole group or in pairs. In readers' theatre, narrators often stand and characters sit.
7. Share the readers' theatre with others.

### ☉ Shared Reading

In shared reading, teachers guide the whole class or a small group in reading enlarged text that all the students can see; e.g., a big book, an overhead, a chart or a poster. The text can be read several times, first for the students and then with the

students joining in. Shared reading involves active participation and considerable interaction on the part of students and teachers.

Shared reading provides an opportunity to model effective reading, promote listening comprehension, teach vocabulary, reinforce letter–sound relationships and concepts about books and print, and build background knowledge on a range of subjects.

## ☉ Storytelling

Storytelling activities provide opportunities for students to tell stories by using their own language rather than reading from a text. Students may retell familiar stories, or they may choose to tell stories they have read or written.

## ☉ Total Physical Response Storytelling

In total physical response (TPR) storytelling, students use the vocabulary they have recently learned in the context of entertaining, content-rich stories.

### Possible Student Learning Strategies:

#### Interpretive

- Use gestures, intonation and visual supports to aid comprehension
- Listen or look for key words

#### Productive

- Use nonverbal means to communicate

### Tips for TPR Storytelling

1. **Teach and Practise Vocabulary:** Have students learn a selected group of vocabulary words through association with particular actions. Practise these actions with the students.
2. **Produce and Practise Vocabulary:** Once students know the vocabulary, have them pair up. One student reads the word and the other provides the corresponding gesture. Partners reverse roles and repeat.
3. **Perform a Story:** Narrate, aloud, a story that uses the various vocabulary words. As you narrate the story, students will listen and perform the actions to the vocabulary words when they hear them.
4. **Review the Story:** Ask students for their interpretations of the story they have just performed.
5. **Retell and Revise (Advanced):** Students build upon the story, using their existing language skills to embellish the plot, personalize the characters and create revisions.
6. **Create Original Stories (Advanced):** Students prepare and act out original stories, using the selected vocabulary.

## Reflective Discussions

---

Reflective discussions encourage students to think and talk about what they have observed, heard or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, stories or illustrations. As students discuss information and events, they clarify their thoughts and feelings. The questions posed should encourage students to relate text content to life experiences and to other texts. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

## Research Projects

---

Students may be involved in research projects individually, as partners or as members of small groups. Research projects are effective in developing and extending language skills. While doing research, students practise reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others.

Research projects can motivate students through active participation, greatly increasing understanding and retention. Students teach one another by describing what they are doing. These projects ask students to use inductive reasoning. Students can also reflect on their experiences and apply what they have learned to other contexts.

A research model can be used to provide students with a framework for organizing information about a topic.

### Possible Student Learning Strategies:

#### Cognitive

- Use previously acquired knowledge to facilitate a learning task
- Use available technological aids to support language learning
- Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

#### Interpretive

- Prepare questions or a guide to note down information found in a text

## Role-play

---

Role-play and simulation use a natural learning strategy to explore different aspects of various topics. In role-play, students assume a role (a character, a real-life or imaginary person, or an animal) and are placed in a situation or context. They act as if they were someone or something else. They experiment with what it feels like to be in someone else's shoes and, ideally, develop empathy for that character.

Some props may be used, but generally there are no sets, costumes or makeup. Role-play may or may not involve writing a skit and then reading it or memorizing it for presentation. As students gain experience in role-play, they can take a more active role in planning and guiding the role-play activity.

Role-play is best used at the reinforcement or review stage of learning when students have a fairly good command of the vocabulary and structures but need some practice using them in relatively unstructured situations.

### Possible Student Learning Strategies:

#### Metacognitive

- Rehearse or role-play language

#### Productive

- Use knowledge of sentence patterns to form new sentences

### Tips for Role-play

1. **Outline the Situation:** Start by describing a problem to be solved, a conflict to be resolved or a situation involving an unforeseen element. An element of tension can draw students in and impel them to respond and take action. Begin by using fairly routine situations; e.g., asking for directions, ordering a meal in a restaurant or buying something in a store.
2. **Provide Time:** Give students time to explore/research their characters' backgrounds, beliefs, habits and opinions before they actually perform the role-play.
3. **Teacher Involvement:** Assume roles such as chairperson or spokesperson, guide the role-play and encourage students to participate.
4. **Reflection:** Provide a period of reflection following the role-play. Students describe what they experienced and how they felt. Guide the discussion by asking questions and making comments, encouraging the students to think about their experiences. Students may also respond by drawing pictures to express their reactions.

### Rules of Sound Activities

---

Teachers can plan activities in which students learn the rules that govern the sounds that letters and letter strings make or do not make. The rules can be introduced directly (a bulletin board can be dedicated to this) and students can be walked through reading and spelling examples. Students can then apply what they have learned. The rules can help students with reading and speaking, but it is important for teachers to introduce rules slowly and strategically; e.g., introducing each rule only when it is relevant to other learning. Also, teachers might consider having students identify similarities and differences in “sound rules” between their first and second languages.

#### Possible Student Learning Strategies:

- |                     |   |
|---------------------|---|
| <b>Productive</b>   | • Mimic what the teacher says   |
| <b>Interpretive</b> | • Use knowledge of the sound-symbol system to aid reading comprehension |

### Sharing Circle

---

In sharing circle activities, the teacher and students sit in a circle and share their thoughts on events and experiences. Sharing circles encourage students' participation as students develop oral language and gain confidence through the sharing of personal responses and ideas.

It is important that the rules for sharing circles are discussed prior to the first sharing circle; e.g., “sit in a circle,” “do not touch anyone,” “one person speaks at a time.”

### Tips for Sharing Circle Activities

1. Sit comfortably in a circle with students so that everyone can see and participate.
2. Model the expectations and procedures before individual students begin to share their feelings about an event or experience. Validate all student responses.
3. It is acceptable for students to pass rather than give a response. Students take turns until all the students who wish to speak have spoken.



## Sketch to Stretch

---

Sketch to stretch (Short, Harste and Burke 1996) is a strategy that allows students to represent through drawing what they learned during reading, viewing or listening. Students who are not risk-takers often experience success with this strategy, and the strategy provides an opportunity for students with different learning styles to respond in different ways. Students see that others have different interpretations of a selection, and new meanings and insights are gained.

### Tips for Sketch to Stretch

1. Students read, view or listen to a selection, either in a small group or as a class.
2. Explain to students that they can represent meaning in a variety of ways and experiment with different ways to represent meaning. Students think about what the story or video meant to them and draw a sketch.
3. Students share their sketches with their classmates. Give the students an opportunity to discuss the sketches and ask questions.

## Slim Jims

---

Slim Jims are long, narrow pieces of paper that students use to record notes. Categories or headings relating to the topic are chosen and written on the paper. Details are recorded in point form as single words or simple phrases under the appropriate heading. This decreases the likelihood that students will copy whole sentences from reference material. The notes can then be used to write such things as reports, summaries and oral presentations.

## Visual Imaging

---

The practice of imaging or mentally visualizing objects, events or situations is a powerful skill that assists students in constructing meaning as they listen and read. As students read and listen to others, they incorporate their knowledge and previous experiences to form images of situations, settings, characters and events. These images extend students' comprehension, enrich their personal interpretations and stimulate unique ideas for oral expression and/or writing.

Imaging provides an opportunity for students to vicariously experience what they hear, read and write.

## Word Building Activities

---

Word building activities should be based on relevant vocabulary collected from reading, environmental print or lexical fields. In a simple word building activity, the teacher can take the letters from a longer word and scramble them. Students rearrange the letters to create smaller words that they record as they try to figure out the big word.

## ◎ Flash Cards

Most vocabulary words are learned through meaningful experiences (e.g., reading, environmental print), but it is still useful for students to spend some time working with words on flash cards. Initially, flash cards should display the words and associated pictures side by side, but later the flash cards can have pictures on the backs and then have no pictures at all. Students could also match word cards with picture cards. Flash cards are often used to teach nouns but can also be used for teaching verbs and adjectives. They should not be used to teach high-frequency words in isolation, as meaningful context is essential.

### Possible Student Learning Strategies:

#### Cognitive

- Use mental images to remember new information
- Memorize new words by repeating them silently or aloud
- Place new words or expressions in a context to make them easier to remember

## ◎ Making Words

Collect plastic letters or print letters on squares of paper to spell basic three- or four-letters words, and collect or create accompanying picture cards; e.g., have the letters “H”, “u”, “n”, and “d” for “Hund” along with a picture of a dog to associate meaning with sound. In order, point to each letter, make its sound and slide it into place until the word is formed. Repeat this action a couple of times, speeding up each time until the sounds run together and you are practically saying the word normally. Have the student repeat your actions as they make the letter sounds.

### Possible Student Learning Strategies:

#### Metacognitive

- Make a plan in advance about how to approach a learning task
- Evaluate your performance or comprehension at the end of a task

#### Cognitive

- Look for patterns and relationships

## ◎ Personal Dictionaries

Personal dictionaries consist of words that are familiar and significant to individual students. Word sources include dictated stories and captions, journals and other writing efforts, as well as the students’ own oral vocabulary. For language learning, personal word banks or collections of key words are valuable resources for expanding students’ reading and writing vocabularies. A personal dictionary could be developed throughout the year and kept in a section of the students’ learning logs.

Personal dictionaries should be organized alphabetically or by lexical field. Each entry in a personal dictionary should include a translation in the first language, along with examples of its correct usage or a picture.

### Possible Student Learning Strategies:

#### Cognitive

- Make personal dictionaries
- Place new words or expressions in a context to make them easier to remember

#### Metacognitive

- Check copied writing for accuracy

## ◎ Word Walls

To create an environment rich in language, the teacher can create a word wall that reflects developing vocabulary. Words can be posted in a way that allows them to be removed for reference or reorganization; e.g., sticky notes. The word wall can be used as part of regular language learning activities. For example, whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself, a word can be added. The wall can be organized and reorganized based on the instructional focus; e.g., by spelling pattern, lexical field, meaning, usage.

### Possible Student Learning Strategies:

#### Cognitive

- Group together sets of things—vocabulary, structures—with similar characteristics

#### Productive

- Use words that are visible in the immediate environment

## Using Technology in the Classroom

Information and communication technologies (ICT) are processes, tools and techniques that affect the way we can communicate, inquire, make decisions and solve problems. Information and communication technologies are used for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting.

Skills and processes involved in information and communication technologies can be related to learning strategies included in the German Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies, in particular the cognitive strategies. For example:

ICT Skills and Processes	Cognitive Learning Strategies Examples
<ul style="list-style-type: none"><li>• gathering and identifying information</li></ul>	<ul style="list-style-type: none"><li>• find information, using reference materials</li></ul>
<ul style="list-style-type: none"><li>• classifying and organizing</li></ul>	<ul style="list-style-type: none"><li>• group together sets of things—vocabulary, structures—with similar characteristics</li></ul>
<ul style="list-style-type: none"><li>• summarizing and synthesizing</li></ul>	<ul style="list-style-type: none"><li>• use word maps, mind maps, diagrams, charts and other graphic representations to make information easier to understand and remember</li></ul>

Using technological aids to support language learning is also a cognitive language learning strategy suggested in the program of studies.

## ICT Curriculum in German Language and Culture Classrooms

---

German language and culture students meet communication outcomes from the ICT curriculum as they access information in German through the Internet and as they exchange information and seek support and validation of their ideas through e-mails, chat rooms and discussion forums.

Under the guidance and direction of their teachers, German language and culture students meet foundational knowledge and operations outcomes by using ICT tools in appropriate ways and by understanding what tools can be best used for a specific task. For example, by using digital slide show software with multimedia features to present a project, students demonstrate knowledge of specific technology and use it in an effective way. Information and communication technologies not only allow teachers and students to use tools to enhance and/or support the learning of German but also provide opportunities to expand communication horizons that bring cultures and worlds together.

### Teacher- and Student-oriented ICT Integration

---

Teachers are encouraged to consider different methods of integrating ICT in their planning and teaching; i.e., teacher-oriented integration and student-oriented integration.

#### Teacher-oriented Integration

As teachers face the challenges of meeting students' diverse needs and creating the best possible learning experiences for them, ICT tools and devices can be a useful support. ICT tools, such as databases and spreadsheets, allow teachers to plan and track student progress. Communicating with students is facilitated through e-mail, chat rooms and discussion forums. Electronically generated content can also be easily modified to meet the needs of individual students. Technology offers a wide range of possibilities for creating presentations with visual and audio components, and multimedia interactivity can be used to facilitate student practice and learning.

#### Student-oriented Integration

ICT can contribute to students' active participation in learning tasks. Online journals, blogs, personal Web sites and shared content through digital devices are examples of how students can use technology for learning. German-based keyboard devices are also available on the Internet and can be installed to access characters and fonts specific to the language.

## Suggestions for Using Technology in the Classroom

The following chart illustrates how various technologies can be used to teach specific outcomes in the classroom.

Technology	Specific Outcomes (10-3Y)	Suggestions for Using Technology in the Classroom
<b>word processing</b>	LC-3.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields S-2.3a. use simple interactive strategies, with guidance	<ul style="list-style-type: none"> <li>Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning.</li> </ul>
<b>spreadsheets</b>	A-2.1a. express a personal response and simple preferences	<ul style="list-style-type: none"> <li>Students ask one another about their food preferences and create a spreadsheet to display the information.</li> </ul>
<b>draw/paint/ graphic applications</b>	A-6.2a. use German creatively S-2.3a. use simple interactive strategies, with guidance	<ul style="list-style-type: none"> <li>Students create collages and other artwork, using electronic graphics and text.</li> </ul>
<b>Internet</b>	GC-2.3a. recognized and identify similarities and differences between Canadian and German cultures S-1.1a. use simple cognitive strategies, with guidance, to enhance language learning	<ul style="list-style-type: none"> <li>Students search the Internet for information on German-speaking cultures, then share the information in group presentations.</li> </ul>
<b>e-mail</b>	A-4.1a. exchange greetings and farewells; b. address a new acquaintance and introduce themselves; c. exchange some basic personal information	<ul style="list-style-type: none"> <li>Students exchange e-mails with students from another German language and culture class in Canada.</li> </ul>
<b>multimedia applications</b>	LC-3.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields	<ul style="list-style-type: none"> <li>Students use a CD-ROM German/English dictionary to look up words.</li> </ul>
<b>clip art/media clips</b>	LC-4.1a. identify and use a limited variety of oral and print text forms	<ul style="list-style-type: none"> <li>Students examine a variety of German media clips.</li> </ul>
<b>audio equipment</b>	LC-4.1a. identify and use a limited variety of oral and print text forms	<ul style="list-style-type: none"> <li>Students listen to a variety of audio clips of German speakers from music, movies, television and so on.</li> </ul>
<b>video equipment</b>	S-2.3a. use simple interactive strategies, with guidance	<ul style="list-style-type: none"> <li>Students view videos in which German speakers use nonverbal behaviours; then students videotape themselves miming the behaviours.</li> </ul>
<b>digital cameras</b>	LC-3.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields S-2.3a. use simple interactive strategies, with guidance	<ul style="list-style-type: none"> <li>Students create booklets in which they include digital photographs of classmates and of various objects found in the classroom; e.g., desks, displays, books.</li> </ul>

These technology devices and tools can be used to enhance existing lesson plans and can also be used as a basis for lesson plans. The sample lesson plan on the following page shows a lesson that integrates ICT outcomes.

## Sample Lesson Plan with ICT Integration

Lesson Title: Our Class Booklets

Date: October 9th Level: 10-3Y

### Outcomes

✦ **Applications**

A-1.1a. understand and respond to simple questions  
A-5.2a. gather, organize, categorize and record simple information using a variety of resources

✦ **Language Competence**

LC-2.2a. produce short, simple written texts, using familiar structures, in a variety of guided situations

✦ **Global Citizenship**

✦ **Strategies**

S-2.3a. use simple interactive strategies, with guidance

**Possible Student Learning Strategies:**

Use words that are visible in the immediate environment

### Lesson Description

Using a digital camera, take a photograph of each student in the class. Give students a template to complete with personal information; e.g.:

*Name (Name):*

*Geburstag (Birthday):*

*Sprachen die ich spreche: \_\_\_\_\_* (Languages I can speak):

*Meine Freunde sind (My friends are):*

*Familienmitglieder sind: (The people in my family are):*

Students import the picture to a word document and type the information in the template. Documents are printed and displayed or bound in book format for students to read.

### Differentiation of Instruction

yes  not necessary

If yes, description:

### Assessment

Create a checklist with the students that they can use to assess their entries.

Have students respond to the activity in their Learning Logs.

### Materials

digital camera  
computers  
printer  
paper

## Web Links

---

### LearnAlberta.ca

LearnAlberta.ca provides digital resources to support the Kindergarten to Grade 12 curriculum in Alberta. To obtain login information, teachers should contact their local school administrator or a member of their school jurisdiction technology staff. Teachers in Alberta who hold an active and valid professional certificate can create a personal teacher account by selecting the “Sign Up” link in the top right-hand corner of the homepage. To complete the sign-up process, teachers will require a jurisdictional username and password for LearnAlberta, a professional certificate number and access to an e-mail account.

### Other Web Sites

The following Internet site listing is provided as an added source of information to users on an “as is” basis and without warranty of any kind. Alberta Education is not responsible for maintaining these links or the content on these external sites, nor do URL listings in this resource constitute or imply endorsement of the sites’ content. It is strongly recommended that teachers preview the following external Web sites before using them and that teachers exercise their professional judgement.

- <http://web.uvic.ca/hrd/halfbaked/>
- <http://www.paperella.net>
- <http://www.skype.com>
- <http://www.quizstar.com>
- <http://www.abcteach.com>
- <http://www.puzzlemaker.com>
- <http://teach-nology.com>
- <http://rubistar.4teachers.org>
- <http://www.teachervision.com>
- <http://www.teachnet.com>
- <http://www.brainpop.com/>
- <http://www.vcalberta.ca>







# Chapter 4

## Students with Special Education Needs

### Chapter Summary

Characteristics of Students with Special Education Needs  
Differentiated Instruction  
Using Collaborative Learning  
Strategies for Students with Attention Difficulties  
Strategies for Students with Memory Difficulties  
Strategies for Students with Listening Difficulties  
Strategies for Students with Reading Difficulties  
Cognitive Strategy Instruction  
The Importance of Motivation

### Characteristics of Students with Special Education Needs

Each student with special education needs has an individual profile of abilities, needs, interests and learning preferences. Some students with special education needs are able to master the program level with differentiated instruction and support strategies. Other students have more complex learning needs that require significant changes to the learning outcomes in the program of studies.

Students' special education needs can affect language learning in a variety of ways and have a variety of implications for classroom planning and instruction. For example, students may be less likely to participate in classroom discussion, may have difficulty formulating and expressing ideas, and may find the task of writing difficult and stressful. On the other hand, these students may have strengths in the visual domain and often benefit from the use of graphic organizers, charts and visual cues.

## Individualized Program Plans (IPPs)

---

### ➔ For more information ...

Alberta Education.  
*Individualized Program Planning (IPP): ECS to Grade 12.*  
Edmonton, AB:  
Alberta Education, 2006.

Alberta Learning.  
*Teaching Students with Autism Spectrum Disorders.*  
Edmonton, AB:  
Alberta Learning, 2003.

Alberta Learning.  
*Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope.*  
Edmonton, AB:  
Alberta Learning, 2004.

Every student who is identified as having special education needs must have an Individualized Program Plan (IPP). This plan will contain information about the student's strengths and needs, relevant medical history, services that might be needed, educational goals and objectives for the year, required accommodations and strategies, and plans for transitions. The language and culture teacher is a member of the student's learning team and should participate in the IPP process by providing feedback on the student's individual needs, strengths and progress and by discussing how target goals can be addressed in the second language classroom.

A student's IPP can provide helpful information for planning and adapting instruction in the language and culture classroom. Any significant modifications of curriculum will be documented in the IPP. For example, students with significant special education needs require a team approach to planning and instructional delivery. To develop and implement a student's IPP goals, the language and culture teacher will work with other staff, which could include a special education coordinator, resource teacher and/or teacher assistant.

The IPP will also contain required accommodations and instructional strategies. An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities.

Accommodations remove, or at least lessen, the impact of a student's special education needs and give him or her the same opportunity to succeed as other students. Once a student has been identified as having special education needs, accommodations should be considered to ensure that the student can access the curriculum and learn and demonstrate new knowledge to the best of his or her ability.

### The following accommodations are frequently used to support students with special education needs.

- Arrange alternative seating; e.g., near teacher, facing teacher, at front of class, away from distractions.
- Allow more time for tasks or assignments.
- Reduce the volume of tasks required; e.g., fewer sentences to read, fewer vocabulary words.
- Reduce the demand for copying.
- Present fewer questions on a page, and provide more space for answers.
- Provide visual cues; e.g., draw arrows and stop signs on the student's paper to indicate what to do next or where to stop.
- Encourage the use of place markers, cue cards and writing templates.
- Encourage the use of a variety of writing instruments (e.g., pencil grips) and paper (e.g., graph paper, paper with lines, paper with raised lines).
- Allow the use of personal word lists or other print references.
- Provide checklists and/or picture cues of steps for longer tasks.
- Break tasks into small steps.

# Differentiated Instruction

---

➔ For more information ...

Appendix B  
Examples of  
General  
Accommodations,  
Examples of  
Instructional  
Accommodations

Individual students with special education needs may require specific accommodations in the language and culture classroom, but teachers can support the learning of all students—particularly those with learning difficulties—by incorporating elements of differentiated instruction. Many of these sample strategies will be beneficial for a number of students, not only students with special education needs.

The term “differentiation” embraces a variety of instructional strategies that recognize and support individual differences in student learning. Differentiated instruction maximizes learning by considering students’ individual and cultural learning styles, recognizing that some students will require adjusted expectations and offering a variety of ways for students to explore curriculum content and demonstrate learning (as well as accepting that these different methods are of equal value). With differentiated instruction, the teacher creates learning situations that match students’ current abilities and learning preferences but also stretch their abilities and encourage them to try new ways of learning. Differentiation can occur in the content, process and/or products of classroom instruction.

## Differentiating Content

---

Content consists of the knowledge, skills and attitudes that students learn, as reflected in the general outcomes of the program of studies. These outcomes identify what students are expected to achieve in the course of their language learning; however, individual students may vary in their language competence, their ability to apply the language in various situations and their use of effective strategies.

Differentiation of content recognizes that, although all students are focusing on a general outcome, specific outcomes may differ for some students. For example, although all students are “using German in a variety of situations and for a variety of purposes,” there will be students whose specific outcome may be to “identify people, places and things” and those who will be able to “describe people, places and things competently.” Differentiating content allows students to learn developmentally appropriate concepts while working with developmentally appropriate materials.

There are three basic ways to differentiate content: parallel instruction, overlapping instruction and additional or remedial instruction.

## 1. Parallel Instruction

In parallel instruction, all students work toward the same general outcomes, but some students work on specific outcomes from different program levels. This instruction often requires flexible grouping within the classroom. For example, all students in a class could be engaged in using German effectively and competently (Language Competence); however, some students could be working on subject pronouns for first, second and third person singular, some students could work with the teacher on reviewing all subject pronouns, while other students could be paired to review regular present tense verbs.

## 2. Overlapping Instruction

In overlapping instruction, some or all of a student's outcomes for the instructional activity are drawn from sources other than the standard subject area program of studies and are based on goals identified in that student's IPP. For example, a student with a moderate or severe cognitive disability may work on his or her goal of using pictorial symbols to express basic requests within the classroom, while the other students use German vocabulary to do the same task.

## 3. Additional or Remedial Instruction

Additional or remedial instruction occurs when a student has unique learning needs that necessitate instruction in an area not required by other students, sometimes with direction from a specialist. For example, a student with learning disabilities may need additional or remedial instruction regarding phonemic awareness, decoding or effective use of learning strategies.

## Differentiating Process

---

Differentiating the process means varying learning activities or instructional strategies to provide appropriate opportunities for all students to explore new concepts. This may require developing a number of different ways that students can participate or providing adapted equipment or materials. Collaborative learning activities, learning centres, learning logs, individual goal setting, changing the pace and/or delivery of instruction, and using visual and verbal cueing are examples of differentiating process so that all students can be more active participants in the classroom.

## Differentiating Products

---

➔ For more information ...

Appendix B  
Sample Text Forms

Differentiating products means varying the type and complexity of the products that students create to demonstrate their learning. Students working below program level may have different or reduced performance expectations from their peers. For example, they may answer a question with a drawing instead of a written sentence. Allowing students choices for demonstrating their knowledge can also accommodate differing student abilities, interests and learning preferences.

## Program Planning for Differentiation

---

➔ For more information ...

Appendix B  
Instructional  
Planning Guide

Teachers can use a framework, such as the one described in the following steps, to plan for differentiation in the language and culture classroom.

### 1. Identify underlying concepts.

Teachers identify the concepts all students in the class should understand by the end of the lesson or unit. It is important to separate the concepts from the content used to develop these concepts. Different content may be necessary for students with different levels of skill; however, at the end of the learning activity all students should have a similar understanding of the concept, taking into consideration the level at which they are working.

### 2. Choose instructional strategies.

Present the concepts in such a way that all students are able to gain an appropriate degree of knowledge. Consider the following strategies for differentiating instruction.

- Present new material in short periods of time through varied activities.
- Use materials at a variety of difficulty levels for the whole group.
- Begin instruction at the individual student's current level of functioning.
- Stand close to students who need extra help.
- Modify the pace of instruction.
- Simplify instructions.
- Write instructions on the board.
- Ask students to repeat instructions or paraphrase what has been presented.
- Demonstrate, model or act out instructions.
- Complete the first example with students.
- Use a multisensory approach.
- Present concepts in as concrete a way as possible.
- Use pictures and concrete materials.
- Use different-coloured chalk and pens.
- Break information into steps.
- Provide additional time to preview materials and/or complete tasks.
- Adapt the level of questioning.
- Use your advance planning organizers.

### 3. Choose strategies for student practice.

Use a variety of practice activities and, whenever possible, provide students with choices for their mode of practice. This may require adapting how students participate, providing adapted materials or adapting goals for individual students. Each student should have the opportunity to participate meaningfully according to his or her skill level.

The following chart shows examples of different modes of student practice.

Verbalize	Write	Create	Perform	Solve
<ul style="list-style-type: none"> <li>oral report</li> <li>panel discussion</li> <li>debate</li> <li>games</li> <li>brainstorming</li> <li>oral questions and answers</li> <li>interviews</li> </ul>	<ul style="list-style-type: none"> <li>research papers</li> <li>poems</li> <li>essays</li> <li>stories</li> <li>diaries</li> <li>plays</li> <li>cookbooks</li> </ul>	<ul style="list-style-type: none"> <li>diorama</li> <li>collage</li> <li>painting</li> <li>model</li> <li>pictograph</li> <li>mural</li> <li>bulletin board</li> <li>games</li> <li>inventions</li> </ul>	<ul style="list-style-type: none"> <li>simulation</li> <li>role-play</li> <li>drama</li> <li>pantomime</li> <li>puppet show</li> <li>radio commercials</li> </ul>	<ul style="list-style-type: none"> <li>puzzles</li> <li>problems</li> <li>riddles</li> <li>games</li> <li>brainteasers</li> <li>charades</li> </ul>

#### 4. Choose strategies for assessment and evaluation.

➔ For more information ...

Chapter 7

Identify a variety of ways that students can demonstrate their mastery of the objectives and their understanding of the concepts. The criteria for assessment and evaluation should take into account the students' needs and abilities.

## Using Collaborative Learning

➔ For more information ...

Chapter 3  
Cooperative Learning Activities

Collaborative learning is a natural approach to differentiating instruction that can benefit both students with special education needs and their classmates. It can help to build positive peer relationships, increase students' feelings of responsibility for classmates and encourage strategic learning by capitalizing on students' natural desires to interact. This approach gives students opportunities to learn new information in a supportive environment and to benefit from the experience and thinking of others. Often, students accomplish together what they could not have accomplished alone. Collaborative tasks provide opportunities for language and culture learning specifically because students:

- participate actively in authentic situations
- externalize their knowledge, allowing them to reflect on, revise and apply it
- notice gaps in their linguistic knowledge as they try to express themselves
- learn from the behaviour, strategies and knowledge of more successful students (Swain 2001).

Teachers might consider using the following strategies to make collaborative learning as beneficial as possible.

### Reflection

Create structured, reflective group activities in which students examine their own thought processes and explain how they reached a conclusion or arrived at an answer. Research suggests that students with learning difficulties are successful in collaborative settings only when this reflective element is incorporated (Scheid 1993). Furthermore, this kind of reflection and sharing during group discussions helps all students build higher-order thinking skills that are essential for language learning.

**Social Skills**

Teach and practise social skills within group contexts. To be successful, group members must get to know and trust one another, communicate accurately, accept and support each other, and resolve conflicts constructively (Johnson and Johnson 1994).

**Accountability**

Create situations in which each group member is accountable for his or her learning and group accountability is based on the achievement of group members. Research suggests that this accountability results in greater academic improvement for students with special education needs (Stevens and Slavin 1991).

**Variety**

Use a variety of different groupings and activities. See Chapter 3 “Cooperative Learning Activities” for some sample collaborative groupings and activities.

## Strategies for Students with Attention Difficulties

Attention is the ability to focus on and encode relevant information, to sustain focus and to carry out two or more tasks simultaneously. Attention also affects the regulation of mental energy and alertness.

Students experiencing difficulties with attention may:

- miss instructions
- respond with answers unrelated to the questions
- look attentive and focused but have trouble understanding and responding appropriately
- be easily distracted
- have difficulty inhibiting responses
- be impulsive
- move around or fidget
- have problems doing two tasks simultaneously; e.g., listening and taking notes.

Teachers might consider using the following sample strategies to support students who have attention difficulties.

### 1. Create structure to focus attention.

- Provide study carrels, earphones and desks located in a quiet part of the classroom, or provide other physical accommodations to reduce extraneous stimuli.
- Encourage students to use a bookmark, ruler or sheet of paper to cover the rest of the page when reading or reviewing directions.
- Limit materials on desks or in work spaces.
- Keep the instructional group size as small as possible.
- Limit the number of oral instructions given at any one time, and follow up with printed instructions that include visual cues.

## 2. Give cues when students are to shift their attention.

- Keep tasks short and specific, and give only one instruction at a time. For example, say: “Read the first paragraph.” After it has been read, instruct: “Now answer question one.”
- Provide a list of tasks to be completed and have students check off each task as it is completed.
- Provide cues when there is a shift in activity. For example, when speaking to the class, stop and indicate information that students should write down.

## 3. Allow time for movement.

- Provide stretch or movement breaks as needed or make them part of the classroom routine. Arrange an area in the classroom where students can move around without distracting others. Give students the option of going to this area when they need a stretch break.
- Have students do regular errands in the classroom, such as passing out papers or putting materials away, so they can move in the classroom in appropriate, helpful ways.
- Arrange nondistracting ways for students to move while involved in desk work. For example, replace a student’s chair with a large ball and have him or her bounce gently at his or her desk while working. Small inflatable cushions also provide students with an opportunity to move in their seats without distracting others.

## 4. Encourage students to maintain focus and mental energy.

- Provide periodic verbal prompts or visual cues to remind students to stay on task. For example, set an alarm to go off at specific intervals as a reminder to focus, or use recorded audio messages to remind students to check their work.
- Create guidelines for good listening skills and review these guidelines frequently; e.g.: “Show me ‘listening.’ Eyes on speaker. Pencils down. Hands on desk.”
- Reinforce listening skills and behaviours for all students by commending students who demonstrate these skills and describing what they are doing as successful listeners.
- Place visual cues, such as stickers or check marks, at specific spots on worksheets as a signal for students to take a break.
- Use auditory cues, such as bells or timers, to indicate when to take a break or return to work.

## 5. Use low-key cues to correct inappropriate behaviour.

- Post reminders on students’ desks. When possible, have students design and make reminder cards. Simply walk by and point to the reminder. This works for such skills as:
  - asking politely for help
  - focusing on work
  - taking turns.



- Collaborate with individual students to identify physical cues that indicate that a behaviour is interfering with learning. Cues should be unobtrusive and simple, such as a hand on the shoulder. This works for minor behaviours, such as interrupting or talking off topic.
- Use coloured file cards with key messages, such as “talk in a low voice” or “keep working.” If students need reminders, lay the cards on their desks, without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

## 6. Encourage students to attend to instructions.

- Enforce a “no pencils in sight” rule during class instruction and discussion times.
- Teach students to fold over their worksheets so only the directions show. This will physically slow down students and encourage them to attend to the instructions.
- Ask students to repeat instructions in their own words to a partner or the teacher.
- Ask students to work through a few questions and then check their work. For example, say: “Do the first five and then raise your hand and we’ll check them together to make sure you are on the right track.”
- Hand out worksheets one at a time, when possible.
- Make a graph and have students record the number of correct answers (versus the number of completed answers). This will benefit students who might be more focused on quantity than quality.

## Strategies for Students with Memory Difficulties

Memory is the ability to record new information, retain information for a short time, consolidate and use new knowledge and skills, and store information for the longer term. Memory also involves retrieval and the efficient recall of stored ideas.

Students experiencing difficulties with memory may:

- be unable to remember colours and shapes despite repeated instruction
- be unable to recall information despite extensive studying
- frequently lose their belongings
- have problems remembering daily routines despite regular exposure
- have problems recalling facts and procedures, such as new vocabulary words or verb conjugations.

Teachers might consider using the following sample strategies to support students who have memory difficulties.

### **1. Use instructional techniques that support and enhance memory skills.**

- Provide one instruction at a time until students can remember and follow two consecutive instructions. Provide two instructions at a time until students can remember and follow three.
- Provide opportunities for students to see directions and other information. For example, take time each day to write and discuss the daily schedule on the board.
- Write down the main points on an overhead or on the board when giving verbal instructions.
- Present concepts concretely. Real-life examples add meaning and relevance that aid learning and recall. Concepts are easier to learn and retain when presented in familiar or authentic contexts.
- Assess student learning frequently and on shorter units of work. Use quick, short evaluations rather than formal, longer tests.
- Use language that is familiar.
- Provide cues that will help students recall details.

### **2. Integrate memory aids into each learning activity.**

- Provide regularly scheduled reviews of procedures and concepts. For example, start each day by reviewing previously learned skills and ideas. Then present new skills and ideas. Before students leave for home, review the new information.
- Teach students to make lists of reminders regularly and note dates and assignments on a calendar.
- Teach mnemonics to help students recall concepts or facts. For example, use an acronym to describe how verbs are conjugated.

### **3. Provide multisensory cues to make information and skills easier to remember.**

- Teach sound–symbol associations when introducing new vocabulary words. Say the name of the letter, its sound and a word that starts with that letter while looking at a picture of the word. Trace the letter on the desk, in the air or in a sand tray.
- Use visual cues, such as colour coding, photograph and drawing sequences, and charts and videos.
- Use auditory and kinesthetic cues in combination. Combine songs with movement and dance patterns. Music and physical routines linked to fact learning can help students memorize faster and act as a cue for retrieving specific information.
- Incorporate hands-on learning experiences and demonstrations. Students learn and remember more effectively when they have opportunities to see and try out new information and skills in a variety of settings and contexts.

#### 4. Set up classroom organizational systems and routines for easier access of information and materials.

- Label class supplies and class work. Encourage students to use folders and binders with different colours or labels and with pictures to separate subject work or materials for each class. Ensure that students have their names prominently displayed on all personal supplies.
- Assist students with daily and weekly organization of their desks and work spaces by providing time to clean desks and organize homework at school.
- Build procedures into the day for recording information in daily planners or assignment books.
- Provide memory aids for frequently used information; e.g., key vocabulary words can be kept in a pocket on the sides of the students' desks. Schedules can be posted on the board or on the wall, and students can keep personal copies in their desks or notebooks.
- Tape simple cue cards of daily class routines on the students' desks.

#### 5. Teach students strategies for memorizing specific pieces of information.

To learn and practise specific vocabulary or verb conjugations, students can use a fold-over strategy.

1. Have students fold a sheet of paper to make four columns.



2. They copy target vocabulary words in English in the first column.
3. They write the German words for each of the vocabulary words in the second column.
4. Students check their answers, correct mistakes and fill in missing words.
5. They fold back the first column so the English words are not visible, and practise translating the other way. Looking at each of the German words they wrote in the second column, they write the English translation in the third column. Students check their answers against the original words in the first column.
6. Repeat this process to translate the words back into German in the fourth column. A complete practice page might look like this:

mother	die Mutter ✓	mother ✓	die Mutter ✓
father	der Vater ✓	father ✓	der Vater ✓
brother	<del>die Schwester</del>		
	der Bruder	brother ✓	der Bruder ✓

## Strategies for Students with Listening Difficulties

Listening plays a crucial role in language acquisition. Listening for specific information helps language and culture learners internalize the rules of language. Learners also need frequent opportunities to use language by taking on the role of both listener and speaker. Through social interaction, students can make and clarify or confirm meaning, test hypotheses about the language, and receive feedback. Language and culture learning is best supported when regular classroom practice provides opportunities for interactive listening—listening that requires the student to take a more active role by requesting clarification or providing feedback.

Given the importance of listening in language and culture learning, all students will benefit from the development of effective listening strategies, but these strategies are particularly important for students who already have specific difficulties related to listening.

Teachers might consider using the following sample strategies to support students who have listening difficulties.

### 1. Provide students with appropriate expressions to clarify meaning and to confirm comprehension, such as:

- *Kannst du das bitte wiederholen?* (Could you repeat that, please?)
- *Ich verstehe es nicht.* (I don't understand.)
- *Entschuldigung?* (Pardon me?)
- *Was bedeutet ...?* (What does \_\_\_\_\_ mean?)
- *Kannst du es bitte noch einmal sagen?* (Could you say that again, please?)
- *Kannst du es bitte anders erklären?* (What do you mean?)

### 2. Present information in a “listener-friendly” way; for example:

→ For more information ...

Appendix B  
How “Listener-friendly” Is My Instruction?

- reduce distractions for students
- clearly communicate expectations
- provide students with some form of organizer at the beginning of class
- consistently review and encourage the recall of previously presented information
- use cue words and phrases to signal important information
- use transitional phrases to cue and signal the organization of information
- highlight important information
- vary volume, tone of voice and rate of speech to emphasize important ideas and concepts
- present information in many different ways
- repeat important ideas and concepts by rephrasing and using multiple examples
- write important ideas, key concepts and vocabulary on the board
- use visual aids and objects to support the concepts and information that are presented
- provide examples and non-examples of concepts

- frequently check for understanding
- provide students with opportunities to discuss concepts with a partner or in a small group
- provide students with opportunities to work with and practise new skills and concepts
- create time for reflection at the end of the class
- briefly review the important concepts at the end of the class, and preview what will be happening the next class.

### 3. Model and practise active listening strategies in class.

Active listening is the act of intentionally focusing on the speaker to engage oneself in the discussion or presentation. Encourage and cue students to show active listening by:

1. looking at the speaker
2. keeping quiet
3. keeping their hands and feet to themselves
4. keeping their bodies still
5. thinking about what the speaker is saying.

## Strategies for Students with Reading Difficulties

➔ For more information ...

Alberta Learning.  
*Unlocking Potential:  
Key Components of  
Programming for  
Students with  
Learning Disabilities.*  
Edmonton, AB:  
Alberta Learning,  
2002.

Research suggests that a student's first language is always present in his or her mind during second language learning; the second language knowledge that is created is connected in all sorts of ways with the first language knowledge. Mental reprocessing of second language words, phrases or sentences into first language forms is a common cognitive strategy for language learners (Kern 1994). First language understanding is also used in more complex ways to think about and process what is being read in the second language. This means that students who have difficulty reading in their first language may have difficulty reading in a second language. Many students with special education needs may be reading below grade-level expectations and will need accommodations in this area.

Recent research related to language and culture reading has focused on the use of reading strategies. In one study, students who experienced difficulty with language learning were found to rely more extensively on phonetic decoding, while more successful students used strategies that called on general background knowledge; e.g., inferences, predictions and elaborations (Chamot and El-Dinary 1999). This research suggests that teachers can help students become more effective second language learners by helping them be more flexible with their first-language reading strategies and more effective at monitoring and adapting their strategies.

Teachers might consider using the following sample strategies to support students who have reading difficulties.

### 1. Create extra support for students with reading difficulties.

- Pair readers who are less able with competent readers and have them read and complete assignments together.
- Provide students with picture dictionaries to help them find and remember vocabulary.
- Photocopy reading material for students and use opaque tape to cover new or difficult words. Write simpler or previously learned vocabulary on the tape. This is also effective for reading materials that contain many idioms, metaphors or unfamiliar figures of speech.

### 2. Teach students specific reading strategies.

- Have students use text-content strategies such as making connections to previous knowledge or experiences, making predictions about what will happen in a text and asking questions about the text. Have students use these strategies before, during and after reading to identify, reflect on, understand and remember material they are reading.
- Have students use decoding strategies, such as highlighting different parts of a sentence in different colours (e.g., nouns in green, verbs in yellow), to break down and decode sentences.
- Have students use cognitive and metacognitive strategies to monitor comprehension, such as pausing after each sentence or paragraph and asking “Does this make sense to me?”
- Have students use strategies for dealing with unfamiliar vocabulary, such as the Read Around strategy:
  1. Skip the word and read to the end of the sentence.
  2. Go back and read the whole sentence again.
  3. Look at the beginning of the word for letter–sound clues.
  4. Think: “What word would fit here?”
  5. Try out a word in the sentence. Does this word sound right? Does this word make sense? Does this word match the letter clues?
  6. Look at the picture for a clue, if there is one.
  7. Ask someone.

## Cognitive Strategy Instruction

Research in the field of cognitive psychology suggests that the differences between students who are successful and students who struggle may be related in part to what students understand about the learning process. From this perspective, learning is a knowledge domain, similar to science or history. The more knowledge a student has about how to learn, the more efficient his or her learning is likely to be. This knowledge includes an understanding of when and how to use cognitive strategies—tactics that support learners as they develop and internalize procedures for performing higher-level tasks. Cognitive strategies encourage students to take ownership of their own learning. Teaching cognitive strategies can help students with learning difficulties become more active and purposeful learners, thinkers and problem solvers.

Strategy instruction is initially teacher-driven, with the teacher providing students with structured opportunities to learn, practise and develop strategies; however, students should be encouraged to become aware of and monitor their own strategic processes as much as possible. Students need to know the purpose and limitations of the strategies, as well as when and where to use different strategies, so that they can eventually learn to rely on themselves, rather than on the teacher.

### Consider the following guidelines for teaching cognitive learning strategies:

- Match strategies to the requirements of the learning task. For example, if the goal of the learning task involves retaining the main ideas in a piece of factual writing, the student might be directed to use a chunking strategy to increase the amount of information held in short-term memory. The strategy must be developmentally appropriate for the student.
- Provide strategy instruction consistent with the student's current knowledge and skill level.
- Provide opportunities for extensive practice in strategy use. Practice helps students to spontaneously produce the strategy and apply the strategy across a wide range of content areas and situations. Students benefit from both guided and independent practice.
- Prompt students to use specific strategies at appropriate times. Some students with learning difficulties may require explicit prompting to help develop their ability to transfer strategies to different but related tasks (Gagne and Driscoll 1988).

## The Importance of Motivation

One of the most important factors in determining the rate and success of second language acquisition is motivation (Dornyei and Csizér 1998). Even with appropriate curricula, good teaching and inherent abilities, students cannot succeed without sufficient motivation. And, high motivation can make up for considerable difficulties in language aptitude.

Often closely related to motivation is the issue of second language performance anxiety, in which previous negative experiences in language and culture contexts create ongoing feelings of apprehension for students. Language learners who are overly anxious about their performance are often less motivated to perform in ways that bring attention to themselves in the classroom or in natural language-use settings. Language anxiety is associated with difficulties in listening comprehension, vocabulary acquisition and word production and with generally lower achievement in second language learning (Horwitz, Horwitz and Cope 1986; MacIntyre and Gardner 1991).

Teachers might consider using the following sample strategies for improving and maintaining the motivation of students in the language and culture classroom.

### **1. Include a sociocultural component in classroom instruction.**

- Show authentic films or video clips, and play culturally relevant music.
- Promote student contact with second language speakers by arranging meetings with individuals in the community, organizing field trips or exchange programs, or finding pen pals or e-mail friends for students.

### **2. Develop students' cross-cultural awareness.**

- Focus on cross-cultural similarities and not just differences, using analogies to make the unknown familiar.
- Use culturally rich teaching ideas and activities.
- Discuss the role that second language learning plays in the world and its potential usefulness both for the students and their community.

### **3. Develop students' self-confidence and decrease anxiety.**

- Provide regular encouragement and reinforcement. Highlight what students can do rather than what they cannot do.
- Create a supportive and accepting learning environment by encouraging the view that mistakes are a part of learning. Tell students about your own difficulties in language learning and share the strategies you have used to cope with these difficulties.
- Make sure that students regularly experience success and a sense of achievement. For example, break down tasks into smaller, more manageable units so that students experience success with each step. Balance students' experiences of frustration by providing easier activities, and complete confidence-building tasks before tackling more difficult tasks and concepts.
- Provide examples and descriptors of accomplishment. Point out the students' successes.



#### 4. Help students increase their success.

- Help students link past difficulties to controllable elements, such as confusion about what to do, insufficient effort or the use of inappropriate strategies, rather than to a lack of ability.
- Match the difficulty of tasks to students' abilities so that students can expect to succeed if they put in a reasonable effort.
- Encourage students to set their own goals that are achievable and specific; e.g., learning 10 new German words every week.
- Teach students learning and communication strategies, as well as strategies for problem solving.

#### 5. Increase students' interest and involvement in tasks.

- Design or select varied and challenging activities. Adapt tasks to students' interests, making sure that something about each activity is new or different. Include game-like features, such as puzzles, problem solving, overcoming obstacles, elements of suspense or hidden information.
- Use imaginative elements that will engage students' emotions.
- Personalize tasks by encouraging students to engage in meaningful exchanges, such as sharing information, personal interests and experiences.
- Make peer interaction, e.g., pair work and group work, an important component of instructional organization.
- Break the routine by periodically changing the interaction pattern or seating plan.
- Use authentic, unusual or exotic texts, recordings and visual aids.

#### 6. Increase the students' sense of satisfaction.

- Create opportunities for students to produce finished products that they can perform or display. For example, make a wall chart of what the group has learned and use it to celebrate successes.
- Provide students with authentic choices about alternative ways to complete tasks. Invite students to design and prepare activities themselves, and promote peer teaching.
- Show students that you value second language learning as a meaningful experience in your own life, sharing stories about your personal interests and experiences with second language learning.
- Connect tasks with things that students already find satisfying or valuable.

By providing students with learning experiences that create a sense of competence, enjoyment and belonging, teachers can increase the motivation and success of all students. When motivation is combined with appropriate accommodations and differentiated instruction, students with special education needs can gain valuable knowledge, skills and experiences in the language and culture classroom.





# Chapter 5

## Students Who Are Gifted

### Chapter Summary

Characteristics of Students Who Are Gifted  
Implications for Learning and Teaching  
Advanced Thinking Processes  
Mentorships  
Providing Additional Opportunities

### Characteristics of Students Who Are Gifted

Each child who is gifted has an individual profile of abilities, needs, interests and learning preferences; however, there are a number of general characteristics associated with giftedness that become apparent early in life. Some of these characteristics appear in students at all ability levels, but they are more prevalent in students who are gifted. For instance, many students demonstrate heightened sensitivity and perfectionism, but in students who are gifted these tendencies are more predominant and appear at more extreme levels.

## Common Intellectual Characteristics of Gifted Students

---

Trait or Aptitude	Behavioural Examples
<b>Advanced Intellectual Achievement</b>	<ul style="list-style-type: none"><li>• Takes great pleasure in intellectual activity.</li><li>• Has high aspirations.</li><li>• Easily grasps new ideas and concepts and understands them more deeply than same-aged peers.</li><li>• Easily memorizes facts, lists, dates and names.</li><li>• Enjoys playing challenging games and making elaborate plans.</li><li>• Appears bored or impatient with activities or people.</li></ul>
<b>Motivation and Interest</b>	<ul style="list-style-type: none"><li>• Requires little external motivation to follow through on work that initially excites.</li><li>• Demonstrates persistence in pursuing or completing self-selected tasks in and out of school.</li><li>• Develops interests independently.</li><li>• Has unusual or advanced interests in a topic or an activity, but may move quickly from one activity or interest to another.</li><li>• Asks a lot of questions—one after another.</li><li>• Asks tough questions about abstract ideas like love, relationships and the universe.</li><li>• Has a great deal of energy and may need constant stimulation.</li></ul>
<b>Verbal Proficiency</b>	<ul style="list-style-type: none"><li>• Talks early and pronounces words correctly from the start.</li><li>• Develops a large and advanced vocabulary, and uses complex sentence structures.</li><li>• Makes up elaborate stories.</li><li>• Enjoys memorizing and reciting poems and rhymes.</li><li>• Teaches himself or herself to read.</li><li>• Easily and spontaneously describes new experiences, and explains ideas in complex and unusual ways.</li></ul>
<b>Problem-solving Ability</b>	<ul style="list-style-type: none"><li>• Thinks logically, given appropriate data.</li><li>• Uses effective, often inventive strategies for recognizing and solving problems.</li><li>• Devises or adopts a systematic strategy to solve problems, and changes the strategy if it is not working.</li><li>• Reasons by analogy, as in comparing an unknown and complex process or scenario to a familiar one; e.g., design and build a robotic arm to function as a human arm.</li><li>• Extends prior knowledge to solve problems in new situations or applications.</li><li>• Creates new designs and inventions.</li><li>• Shows rapid insight into cause-and-effect relationships.</li></ul>

Trait or Aptitude	Behavioural Examples
<b>Logical Thinking</b>	<ul style="list-style-type: none"> <li>• Enjoys counting, weighing, measuring and categorizing objects.</li> <li>• Loves maps, globes, charts, calendars and clocks.</li> <li>• Prefers his or her environment to be organized and orderly.</li> <li>• Gives (or demands) logical, reasonable explanations for events and occurrences.</li> <li>• Comes up with powerful, persuasive arguments for almost anything.</li> <li>• Complains loudly if he or she perceives something as unfair or illogical.</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>• Comes up with new ideas and concepts on his or her own, and applies them in creative and interesting ways.</li> <li>• Uses materials in new and unusual ways.</li> <li>• Has lots of ideas to share.</li> <li>• Creates complicated play and games, or adds new details and twists to stories, songs, movies and games.</li> <li>• Responds to questions with a list of possible answers.</li> <li>• Escapes into fantasy and appears to have trouble separating what's real from what's not.</li> <li>• Goes off in own direction rather than following instructions.</li> <li>• Spends a lot of time daydreaming or thinking, which may be perceived as wasting time.</li> <li>• Makes up elaborate excuses or finds loopholes to evade responsibility for own behaviours.</li> </ul>

## Common Affective Characteristics of Gifted Students

---

Trait or Aptitude	Behavioural Examples
<b>Heightened Sensitivity</b>	<ul style="list-style-type: none"><li>• Experiences emotions strongly and may be emotionally reactive.</li><li>• Reacts strongly and personally to injustice, criticism, rejection or pain.</li><li>• Demonstrates, at an early age, an understanding and awareness of other people's feelings, thoughts and experiences, and can be upset by other people's strong emotions.</li><li>• Is easily excited or moved to tears.</li><li>• Appreciates aesthetics and is able to interpret complex works of art.</li><li>• Shares feelings and ideas through one or more of the arts.</li><li>• Is extremely observant and able to read nonverbal cues.</li><li>• Exhibits heightened sensory awareness (for example, is over-selective about food and clothing choices).</li><li>• May become fearful, anxious, sad and even depressed.</li><li>• Responds emotionally to photographs, art and music.</li></ul>
<b>Heightened Intensity</b>	<ul style="list-style-type: none"><li>• Is energetic and enthusiastic.</li><li>• Becomes intensely absorbed in various pursuits, sometimes ignoring school responsibilities as a result.</li><li>• Has strong attachments and commitments.</li><li>• Goes further than most students would to pursue an interest, solve a problem, find the answer to a question or reach a goal.</li><li>• Collects things.</li><li>• Is extremely persistent and focused when motivated, but has a limited attention span for things that are not of interest.</li><li>• Appears restless in mind and body.</li><li>• Gets easily frustrated and may act out.</li></ul>
<b>Perfectionism</b>	<ul style="list-style-type: none"><li>• Sets high (often unrealistic) expectations of self and others.</li><li>• Is persistent, perseverant and enthusiastically devoted to work.</li><li>• Gives up if own standards are not met or if a mistake is made.</li><li>• Is self-evaluative and self-judging.</li><li>• Experiences feelings of inadequacy and inferiority, and desires frequent praise and reassurance.</li><li>• Becomes extremely defensive of criticism.</li></ul>
<b>Introversion</b>	<ul style="list-style-type: none"><li>• Has deep feelings and a complex inner life.</li><li>• Is reflective and introspective.</li><li>• Focuses on inner growth through searching, questioning and exercising self-corrective judgement.</li><li>• Is knowledgeable about own emotions.</li><li>• Withdraws into self rather than acting aggressively toward others.</li></ul>

Trait or Aptitude	Behavioural Examples
<b>Moral Sensitivity and Integrity</b>	<ul style="list-style-type: none"> <li>• Is concerned about ethical issues at an early age.</li> <li>• Has strong moral convictions.</li> <li>• Is capable of advanced moral reasoning and judgement.</li> <li>• Places a strong value on consistency between values and actions in self and others.</li> <li>• Is extremely aware of the world.</li> <li>• Is altruistic and idealistic (desires to enhance caring and civility in the community and in society at large).</li> <li>• Assumes responsibility for others and self.</li> </ul>
<b>Sense of Humour</b>	<ul style="list-style-type: none"> <li>• Makes up riddles and jokes with double meanings.</li> <li>• Makes up puns and enjoys all kinds of wordplay.</li> <li>• Plays the class clown.</li> <li>• Can be disruptive or get frustrated when others don't "get it."</li> <li>• Does not understand or seem to appreciate the humour of other students.</li> </ul>

## Asynchronous Development

Asynchronous development can also be a characteristic of giftedness. Asynchrony means that the rates of intellectual, emotional and physical development are uneven. This means that students who are gifted may be significantly out of developmental step with their same-age peers.

Students with asynchronous development:

- may be more complex and intense than same-age peers
- may feel incompatible with other students their age and with learning and recreational activities designed for their age group
- appear to be different ages in different situations, which could result in difficulties adjusting emotionally and socially.

These tendencies increase with the child's degree of giftedness. Students who experience asynchronous development need a sensitive and flexible approach from teachers in order to develop to their full potential. The greatest need of these students is an environment where it is safe to be different.

## Implications for Learning and Teaching

➔ For more information ...

Alberta Learning.  
*Teaching Students Who Are Gifted and Talented.*  
Edmonton, AB:  
Alberta Learning,  
2000, p. 128.

For some students who are gifted, a combination of the characteristics mentioned above may lead to difficulties with peer relations, avoidance of risk-taking or excessive self-criticism.

To address these concerns, consider how students' individual characteristics are linked to specific learning needs. The following chart illustrates sample characteristics and the learning needs that may be associated with them.

Characteristic	Learning Need
<ul style="list-style-type: none"> <li>unusual retentiveness</li> <li>advanced comprehension</li> </ul>	<ul style="list-style-type: none"> <li>exposure to quantities of information</li> <li>access to challenging learning activities</li> </ul>
<ul style="list-style-type: none"> <li>varied interests</li> <li>high level of verbal skills</li> </ul>	<ul style="list-style-type: none"> <li>exposure to a wide range of topics</li> <li>opportunities for in-depth reflection and discussion</li> </ul>
<ul style="list-style-type: none"> <li>accelerated pace of thinking</li> <li>flexibility of thought processes</li> </ul>	<ul style="list-style-type: none"> <li>individually paced learning</li> <li>challenging and diverse problem-solving tasks</li> </ul>
<ul style="list-style-type: none"> <li>goal-directed behaviours</li> <li>independence in learning</li> <li>analytical thinking</li> <li>self-motivation</li> <li>emotional sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>longer time spans for tasks</li> <li>more independent learning tasks</li> <li>opportunities for higher-level thinking</li> <li>active involvement in learning</li> <li>opportunities to explore and reflect on affective learning</li> </ul>
<ul style="list-style-type: none"> <li>interest in adult issues</li> <li>holistic thinking</li> <li>avid reader</li> </ul>	<ul style="list-style-type: none"> <li>exposure to real-world issues</li> <li>integrated approach to learning</li> <li>access to diverse materials</li> </ul>

## Individualized Program Plans (IPPs)

---

All students who are identified as having special education needs, including students who are gifted and talented, require individualized program plans (IPPs).

A student's IPP will contain essential information about the student's strengths and needs, current level of performance, specialized assessment results, recommended supports and instructional strategies that will be most effective for the student. The student's learning team will also develop a number of long-term goals and measurable objectives (usually one to three per year for a student who is gifted). The second language teacher is an important member of the learning team. Participating in planning meetings and becoming familiar with information in the IPP will allow teachers to actively support a student's long-term goals and success across subject areas.

## Flexible Pacing

---

Flexible pacing allows students to move through the curriculum at their own rate; it lowers repetition and potential boredom by reducing the amount of time students must spend on outcomes they have already mastered. Completing outcomes in a reduced time frame provides more time for students to participate in more challenging activities in the language and culture class.

---

Characteristic/Learning Need Chart: This chart adapted from the Department of Education, State of Victoria, *Bright Futures Resource Book: Education of Gifted Students* (Melbourne, Australia: Department of Education, State of Victoria, 1996), p. 30. Copyright owned by the State of Victoria (Department of Education and Early Childhood Development). Used with permission.



## Enrichment Strategies

The following section outlines sample enrichment strategies that teachers can use to differentiate the planning and delivery of language and culture instruction.

Course Level/Curriculum Focus	Whole Group Activity	Suggestion for Differentiation
<b>10-3Y level</b> <ul style="list-style-type: none"> <li>developing reading skills in German</li> </ul>	<ul style="list-style-type: none"> <li>Class reads grade-level story and discusses.</li> </ul>	<ul style="list-style-type: none"> <li>Students read story written above course level and develop graphic organizer to illustrate understanding.</li> </ul>
<b>20-3Y level</b> <ul style="list-style-type: none"> <li>exchanging basic personal information; e.g., name, age</li> </ul>	<ul style="list-style-type: none"> <li>Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They share a reading of their script with the class.</li> </ul>	<ul style="list-style-type: none"> <li>Students interview community members who speak German, write about what they learned from the interview, and then introduce the community members to the class.</li> </ul>
<b>30-3Y level</b> <ul style="list-style-type: none"> <li>exploring the use of language for imagination, humour and fun</li> </ul>	<ul style="list-style-type: none"> <li>Students play a variety of traditional sports or games in German.</li> </ul>	<ul style="list-style-type: none"> <li>Based on their research and understanding of the language and culture, students develop a new game and teach it to the class in German.</li> </ul>

## Alternative Learning Activities/Units

Alternative activities challenge students who have already mastered the learning outcomes in the program of studies. These activities can take many forms and should challenge the students' thinking abilities and push students to engage more deeply in the content area.

➔ For a blank template ...

Appendix B  
Alternative  
Learning Activities  
Menu

Alternative learning activities provide different types of learning tasks that may be more challenging and appropriate for students who are gifted. Some topics can be developed into a series of challenging learning activities organized in an alternative learning activities menu. Students can choose a number of activities from the menu to complete independently or with a partner during class instructional time. See the following sample menu.

## Sample Alternative Learning Activities Menu

Complete three activities to create a horizontal, vertical or diagonal line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials \_\_\_\_\_

I agree to complete all three activities by \_\_\_\_\_ (Date)

<p style="text-align: center;"><b>DEMONSTRATE</b></p> <p>In German, demonstrate the preparation of a nutritious snack for the class and then share the results!</p>	<p style="text-align: center;"><b>PLAN</b></p> <p>Plan a menu for a class party.</p> <p>Write a grocery list in German for your party supplies.</p>	<p style="text-align: center;"><b>INTERVIEW</b></p> <p>In German, interview other students about their snacking habits. How do they try to make healthy choices?</p>
<p style="text-align: center;"><b>RESEARCH</b></p> <p>Research traditional foods enjoyed during major holidays in Germany.</p>	<p style="text-align: center;"><b>YOUR IDEA</b></p>	<p style="text-align: center;"><b>SURVEY</b></p> <p>Develop a survey in German about students' favourite lunch foods. Ask your classmates to complete the survey.</p>
<p style="text-align: center;"><b>DISPLAY</b></p> <p>Design a display board that illustrates favourite foods of the class and that includes the German words and phrases for each food.</p>	<p style="text-align: center;"><b>CREATE</b></p> <p>Create a replica of a small coffee shop in the corner of the classroom, complete with menus and signs in German. Use this set for role-playing ordering in a restaurant, meeting new people or having a conversation in German.</p>	<p style="text-align: center;"><b>EVALUATE</b></p> <p>Create a rubric in German to evaluate your performance in one of the other activities on this menu.</p>

## Independent Study

---

Many students who are gifted enjoy and benefit from opportunities to individually investigate course topics. Components of an independent study program include:

- identifying and developing a focus
- developing skills in creative and critical thinking
- using problem-solving and decision-making strategies
- learning research skills
- developing project-management strategies
- keeping learning logs
- reflecting on and evaluating the process and product
- sharing the product with an intended audience from beyond the classroom
- keeping a portfolio of results.

Independent studies help students move from being teacher-directed to being student-directed. With teacher support and coaching, the students learn how to decide on a focus, develop a plan of action, follow it through and monitor their process. Students take part in developing criteria for evaluation and work collaboratively with the teacher.

### **Possibilities for independent study include:**

- writing and recording a script
- creating a magazine or picture book on a topic of interest
- developing a slide show presentation on a topic of interest and presenting it to other students
- creating a display about a story read or country researched
- developing a puppet show on a related topic
- writing a new ending to a story or movie
- creating a story to share with others.

➔ For more information ...

Appendix B  
Sample  
Independent Study  
Agreement

Students need to be well prepared to work independently, and they need to be clear on the product, processes and behavioural expectations.

Students who are gifted will need instruction and ongoing support to manage and benefit from independently completing alternative learning activities. Some students may benefit from an independent study agreement that outlines learning and working conditions and lays out basic expectations.

# Advanced Thinking Processes

➔ For more information ...

Chapter 1  
Sample Activities  
Organized in the  
Bloom's Taxonomy  
Model

Bloom's Taxonomy (Bloom 1956) is a model frequently used as a guide when designing themes, units, learning activities and assignments that promote higher levels of thinking. Bloom proposes that at the most basic level people acquire knowledge and comprehension. At higher levels people learn how to apply principles and to analyze, evaluate and synthesize. Assuming that students have no background in a topic of investigation, they would move from knowledge and comprehension to application before working with the higher-order skills of analysis, evaluation and synthesis. The latter three levels are associated with critical thinking.

## Taxonomy of Thinking

1.  lower to higher ↓	<b>Category</b>	<b>Definition</b>	<b>Activities</b>	<b>Sample Products</b>
	<b>Knowledge</b>	Ability to remember previously learned facts and ideas.	tell • recite • list • memorize • remember • define • locate	workbook pages • quiz or test • skill work • vocabulary • facts in isolation
	<b>Illustrative Example</b> <ul style="list-style-type: none"> <li>Recite the names of family members (e.g., mother, grandfather, sister) in German.</li> </ul> <b>Caution</b> Teachers should be aware that some students may or may not have a traditional family structure. Alternative activities may be necessary.			
2.  ↓	<b>Category</b>	<b>Definition</b>	<b>Activities</b>	<b>Sample Products</b>
	<b>Comprehension</b>	Understand concepts and information.	restate in own words • give examples • explain • summarize • translate • show symbols • edit	drawing • diagram • response to question • revision • translation
3.  ↓	<b>Category</b>	<b>Definition</b>	<b>Activities</b>	<b>Sample Products</b>
	<b>Application</b>	Transfer knowledge learned from one situation to another.	demonstrate • use guides, maps, charts, etc. • build • cook	recipe • model • artwork • demonstration • craft
<b>Illustrative Examples</b> <ul style="list-style-type: none"> <li>Interview a school volunteer who speaks German.</li> <li>Listen to a partner describe an object in German, and draw what your partner describes.</li> </ul>				

Taxonomy of Thinking: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 133) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

## Taxonomy of Thinking (continued)

4.	<b>Category</b>	<b>Definition</b>	<b>Activities</b>	<b>Sample Products</b>
	<p><b>Analysis</b></p> <p>Understand how parts relate to a whole. Understand structure and motive. Note fallacies.</p> <p><b>Illustrative Examples</b></p> <ul style="list-style-type: none"> <li>Develop a simple story in German. Black out key phrases and trade with partners to fill in missing sections.</li> <li>Choose an important vocabulary word in German, and create a web showing its meaning, origin, usage and related words.</li> <li>Create a Venn diagram comparing English and German.</li> </ul>	<p>Understand how parts relate to a whole. Understand structure and motive. Note fallacies.</p>	<p>investigate • classify • categorize • compare • contrast • solve</p>	<p>survey • questionnaire • plan • solution to a problem or mystery • report • prospectus</p>
5.	<b>Category</b>	<b>Definition</b>	<b>Activities</b>	<b>Sample Products</b>
	<p><b>Evaluation</b></p> <p>Establish criteria and make judgements and decisions.</p> <p><b>Illustrative Examples</b></p> <ul style="list-style-type: none"> <li>Listen to two short stories in German, and explain which one you prefer and why.</li> <li>Develop criteria for evaluating the effectiveness of an ad, and then rate the effectiveness of three ads from a German language magazine.</li> </ul>	<p>Establish criteria and make judgements and decisions.</p>	<p>judge • evaluate • give opinions • give viewpoint • prioritize • recommend • critique</p>	<p>decision • rating • editorial • debate • critique • defence • verdict • judgement</p>
6.	<b>Category</b>	<b>Definition</b>	<b>Activities</b>	<b>Sample Products</b>
<p><b>Synthesis</b></p> <p>Re-form individual parts to make a new whole.</p> <p><b>Illustrative Examples</b></p> <ul style="list-style-type: none"> <li>Compose a song in German.</li> <li>View a travel film for a German-speaking country and plan the activities for a seven-day vacation with your family.</li> </ul>	<p>Re-form individual parts to make a new whole.</p>	<p>compose • design • invent • create • hypothesize • construct • forecast • rearrange parts • imagine</p>	<p>lesson plan • song • poem • story • advertisement • invention • other creative products</p>	

lower to  
higher

# Mentorships

➔ For more information ...

Alberta Learning.  
*Teaching Students Who Are Gifted and Talented.*  
Edmonton, AB:  
Alberta Learning,  
2000, pp. 179–183.

Mentorships give students opportunities to develop dynamic relationships with adult experts who share their passion for a specific area of interest. In a successful mentorship, the mentor and student will have complementary teaching and learning preferences and will engage in a mutual exchange of knowledge.

Mentorship is an ideal vehicle for facilitating the differentiated learning needs of students who are gifted. For language and culture programs, mentorships provide opportunities for students to engage with native language speakers for a variety of purposes, such as interviews, individual projects, conversation practice, connection to the local cultural community and exploring career options. Alternatively, students can share the language learning process with an adult learner, who can encourage metacognitive development by exploring and discussing language learning strategies.

## Guidelines for mentorships:

1. Identify what (not whom) the students need.
2. Discuss with the students whether they would like to work with a mentor and, if so, what they would like to gain from the relationship.
3. Identify appropriate mentor candidates. Explore contacts from the local community. Conduct the appropriate reference checks as directed by school jurisdiction policy.
4. Interview and screen the mentors. Be explicit about the students' goals and learning strategies and about potential benefits for both the students and the mentors. Provide training as required.
5. Match mentors with students.
6. Prepare students for the mentorship. Ensure that they understand its purpose, benefits, limitations and commitments. Write down the participants' roles and responsibilities.
7. Monitor the mentor relationship to ensure that it is achieving its goals. Renegotiate the relationship as needed, and seek new mentors if students are not benefiting.

## Providing Additional Opportunities

Language learning can be enriched by giving students opportunities to use language for authentic purposes. This can include conversations with native speakers and others who speak the language fluently, such as parents, older students, community members, members of cultural associations and other classroom visitors. Students will benefit from listening and speaking with these resource people and from working on enrichment activities and projects with them. Another option is to link the class with a peer class in another country so that students can have ongoing writing exchanges and can engage in joint learning projects. For students who learn quickly, using German to engage in communication for real purposes can lead to significant enrichment and satisfaction.

➔ For more  
information ...

Appendix B  
Sample Text Forms

In addition, students who are gifted will often benefit from access to a wide variety of print and multimedia resources. These students can often handle more challenging reading levels and may be eager to learn about more complex or specialized subject areas. Libraries, the Internet and cultural organizations are all good sources for supplemental resources.







# Chapter 6

## English as a Second Language Learners

### Chapter Summary

English as a Second Language (ESL) Learners  
Implications of Learning Multiple Languages Concurrently  
Second Language Acquisition  
Choosing Instructional Strategies  
Suggestions for Assessment

### English as a Second Language (ESL) Learners

English as a second language (ESL) learners are those students who first learned to speak, read and/or write a language other than English. ESL students may have recently immigrated to Canada or they may have been born in Canada and been living in homes in which the primary spoken language is not English.

Linguistic and cultural diversity is characteristic of schools and communities throughout the province. Children and their families immigrate to Alberta from every corner of the world. Canadian students of Aboriginal, Francophone and other cultural descents, whose families have lived in Alberta for many generations, may be learning to speak English as a second language.

## Canadian-born ESL Students

<b>First Nations, Métis and Inuit (FNMI) peoples</b>	<ul style="list-style-type: none"><li>• may speak English, French, an FNMI language or a combination of languages in their homes and communities</li><li>• can differ greatly from community to community</li><li>• have skill in their first language, which influences further language learning, that ranges from fluent to minimal</li><li>• may use culturally specific nonverbal communication and may have specific cultural values and beliefs regarding listening and speaking</li></ul>
<b>Francophone people</b>	<ul style="list-style-type: none"><li>• come from within the province and from other areas of Canada</li><li>• may enter English-speaking schools at any age or may be learning English as a second language in a Francophone school</li></ul>
<b>Hutterites, Mennonites or people of other religious groups</b>	<ul style="list-style-type: none"><li>• attend school within their communities and learn English to access the outcomes of the program of studies</li><li>• have religious and cultural concerns in their communities that strongly influence the selection of instructional strategies and teaching materials</li></ul>
<b>Canadian-born children of immigrants</b>	<ul style="list-style-type: none"><li>• have parents who may not speak English, limiting family support in schooling</li><li>• in some cases, are born in Canada and return to their parents' home country, only to return for schooling in Alberta at some later time</li></ul>

## Foreign-born ESL Students

<b>Recently arrived immigrants</b>	<ul style="list-style-type: none"><li>• make up a large group of ESL students in Alberta schools</li><li>• may arrive at any time in the school year, and could be at any grade level</li><li>• usually have attended school on a regular basis in their home country, and may have already studied English at school there, although this typically involves only a basic introduction to the language</li></ul>
<b>Refugees</b>	<ul style="list-style-type: none"><li>• have all the needs of regular immigrants, as well as issues relating to war, disaster, trauma and disorientation</li><li>• may not have wanted to leave their home countries</li><li>• may be worried about family members who have been left behind</li><li>• may have received little or no formal schooling and have complex needs that go beyond learning English as a second language</li><li>• may qualify for additional assistance from the federal government on arrival</li><li>• may require assistance from government, social and community agencies for several years</li></ul>

## Challenges for ESL Students

- Students may struggle with expressing their knowledge, gathering information and pursuing new concepts in an unfamiliar language.
- Students are in an environment where they are expected to acquire ever more sophisticated and complex knowledge and understanding of the world around them.
- Students often learn the full Alberta curriculum while learning English.
- Many students will experience value and cultural conflicts between their home language and culture and the English language and culture in which they are immersed.

## Cultural Considerations

---

Each ESL student's cultural and life experiences will differ from those of other ESL students and those of other classmates. In preparing to welcome new students to the school, staff and teachers should find out as much as possible about the students' linguistic and cultural backgrounds. Many countries have a complex linguistic environment. For example, students from India may use two or three languages regularly.

In some cases, language is the basis for political strife between groups of people. For example, using the language of government or industry gives people exclusive access to power in some multilingual countries. In such cases, language can be a highly emotional issue.

Teachers should not assume that because two students come from the same general geographical area they have language and culture in common. They may have very different backgrounds, experiences and beliefs.

Sensitivity to political issues is also important. People who have been on opposing sides of political disputes in the past may now be living side by side in Canada. Usually, they leave their political differences behind them, but in some cases long-standing conflicts between groups of people can affect the way they regard and interact with one another.

Teachers should avoid stereotypical thinking about a student's background, abilities and preferences. Every country, culture and language group also has diversity within it. It is important to learn from students and their families about their previous experiences, goals, expectations and abilities. This inquiry and listening should be done with an open mind.

### The Role of Culture in Second Language Learning

Learning a second language often involves learning a new culture. By the time a child is 5 years old, the first culture is already deeply rooted. The first culture of ESL students influences their way of communicating in the second language. For example, many Asian and FNMI students may avoid direct eye contact when speaking with teachers out of respect, based on the teachings of their cultures.

Gestures and body movements convey different meanings in different cultures. Also, the physical distance between speaker and listener is an important factor in some cultures. Some students may stand very close when they speak to a teacher, whereas others may back off if they think the teacher is too close. As the significance of even a friendly or encouraging touch is open to different cultural interpretations, it should be used cautiously, if not avoided altogether.

Learning how to interpret body language, facial expressions, tone of voice and volume in a new language and culture takes time on the part of the learner and patience and understanding on the part of the teacher. It may take a while before students learn the cultural cues that help them communicate more effectively and appropriately in nonverbal ways.

Some ESL students may only feel comfortable with male or with female teachers, depending on their customs and experiences. ESL students may or may not have previously studied in a classroom or school with both male and female students. Prior knowledge of this and discussion with the parents or guardians and the student will help ESL students feel more comfortable in the school setting.

## Impact on Learning Preferences

Like all students, ESL students have differing personalities, cognitive abilities and educational and life experiences that influence their abilities and approaches to learning.

Some students take a systematic or analytical approach to second language learning. They want to know more about how the language works, such as rules governing grammar and spelling. These students may need longer conversational silences, as they wait to make sure that when they speak they will use language that is grammatically correct. These students tend to be shy or rigidly independent and have difficulty making mistakes or accepting or asking for assistance.

Other students are holistic in their orientation, focusing more on getting their message across than on its delivery. These students tend to be outgoing risk-takers who try to communicate from the start. They are typically comfortable with making mistakes, being corrected and asking for assistance; however, they may be satisfied with lower literacy levels and need to be motivated to work hard at developing greater accuracy in their language use.

## Other Learning Impacts

Class discussion and participation may be foreign concepts to students of other cultures; for them, volunteering answers and information may be a bold and immodest practice. ESL students may be shocked by the spontaneous and outspoken behaviours of their peers. They have to adjust to new teaching styles and turn-taking rules in the classroom. Students who have come from schools with populations far greater than those found in Alberta may have learned to disappear in a large group but now feel as if their every move stands out. It may take these students some time to become comfortable in this new learning environment.

ESL students may have to make a transition from rote memorization of facts to analytical problem solving or from total dependence to self-reliance. Discovery, trial and error, and a question–answer style of learning can be strange to students who have been taught to believe that the teacher is the sole source of information and that the learner must accept information and not question it or volunteer opinions. Experience-based instruction with field trips may not be taken seriously by students and parents or guardians who have different views of learning. Many parents or guardians of ESL students also expect their children to do a great deal of homework. Communication between the home and school is essential to ensure mutual understanding of expectations.

## Understanding Cultural Differences in Student Behaviour

Teachers working with ESL students should also be aware that these students may sometimes respond in unexpected ways to particular classroom situations or events because of different experiences, cultural values and beliefs from those of other students. The following chart identifies possible cultural explanations for behaviours and attitudes that ESL students may exhibit.

Behaviour or Attitude	Possible Cultural Explanation
The student avoids eye contact.	Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.
The student tends to smile when disagreeing with what is being said or when being reprimanded.	A smile may be a gesture of respect that children are taught in order to avoid being offensive in difficult situations.
The student shrinks from, or responds poorly to, apparently inoffensive forms of physical contact or proximity.	There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
The student refuses to eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.
The student does not participate actively in group work or collaborate readily with peers on cooperative assignments.	In some cultures, cooperative group work is never used by teachers. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating.
The student displays uneasiness, expresses disapproval or even misbehaves in informal learning situations or situations involving open-ended learning processes; e.g., exploration.	Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, and teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and may prefer activities that yield more tangible and evident results.

Understanding Cultural Differences in Student Behaviour: Adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 8, 9, 10. ©1999 Province of British Columbia. All rights reserved.

Behaviour or Attitude	Possible Cultural Explanation
The student refuses to participate in extracurricular activities or in various physical education activities; e.g., swimming, skating, track and field.	Extracurricular activities, along with some physical education activities, may not be considered a part of learning or may even be contrary to a student's religion or cultural outlook. Some students may also be working during after-school hours.
The student seems inattentive and does not display active learning behaviours.	In some cultures, the learning process involves observing and doing, or imitating, rather than listening and absorbing; e.g., through note taking.
Performance following instructions reveals that the student is not understanding the instructions, even though she or he exhibited active listening behaviours that suggested understanding and refrained from asking for help or further explanation.	In some cultures, expressing a lack of understanding or asking for help from the teacher is considered impolite, being interpreted as a suggestion that the teacher has not been doing a good job.
The student is unresponsive, uncooperative or even disrespectful in dealing with teachers of the opposite gender.	Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators may run contrary to some students' cultural experiences.
The student appears reluctant to engage in debate, speculation, argument or other processes that involve directly challenging the views and ideas of others.	In some cultures, it is considered inappropriate to openly challenge another's point of view, especially the teacher's. In some cases, there may be a value attached to being prepared, knowledgeable and correct when opening one's mouth.
The student exhibits discomfort or embarrassment at being singled out for special attention or praise.	To put oneself in the limelight for individual praise is not considered appropriate in some cultures. In such cultures, the group is considered more important than the individual.
The student fails to observe the conventions of silent reading.	Some students may be culturally predisposed to see reading as essentially an oral activity and will read aloud automatically. For others, reading aloud is associated with memorization.

The sample situations described in the preceding chart indicate the need for teachers to be aware of their assumptions about the meaning of a student's behaviour and to adjust their own responses accordingly. Often the most effective response of teachers is to be clear and explicit about their own expectations or those prevalent in Canadian society.

As ESL students become part of the mainstream class, everyone in the class must be prepared to adapt and broaden their understanding. There are times when the adjustments made to address the needs of ESL students will affect and make demands of the other students in the class.

## Feedback on Pronunciation

An ESL student may be a fluent speaker, but sometimes communication breaks down because the student has problems mastering the English sound system. The amount of difficulty or phonetic interference will depend to a large extent on the pronunciation patterns of the student's first language. For example, a student who speaks a first language that has few final consonants will tend to drop word-final consonants in English or other languages, resulting in utterances like the following:

**Jaw an Baw wa to da sto.** (John and Bob walked to the store.)

Many ESL students are unnecessarily referred to speech–language pathologists because of problems that are directly attributable to first language interference. It is important for teachers to be aware that it takes students time to actually learn to hear new sounds, pronounce them properly and use them in conversation and in learning to spell. However, if a student stutters or stammers, or has prolonged problems with pronouncing certain sounds, it may be necessary to find out if these problems are also evident in the student's first language.

To find out whether or not the student requires speech–language intervention, listen to the student speaking in his or her first language with a peer, ask the student's parents or guardians, or request an assessment in the student's first language.

### Possible Phonetic Interferences of First Languages when Learning English

First Language/English			
Language	Sound	Example	Explanation
Vietnamese	k/kl	<u>c</u> ass/ <u>c</u> lass	<ul style="list-style-type: none"> <li>– these initial consonant clusters do not occur in Vietnamese</li> <li>– limited number of final consonants in Vietnamese</li> </ul>
	s/sh	<u>s</u> ue/ <u>sh</u> oe	
	-/f	kni/ <u>k</u> nife	
	-/th	ma/ <u>m</u> ath	
Mandarin	s/th	<u>s</u> um/ <u>th</u> umb	– [th] does not exist in Mandarin
	f/th	ba <u>f</u> / <u>ba</u> th	
Korean	b/v	<u>b</u> iolin/ <u>v</u> iolin	– no labiodental sounds [f/v] in Korean
Japanese	r/l	fl <u>y</u> / <u>l</u> y	– [l] does not exist in Japanese
Arabic	b/p	<u>b</u> a <u>b</u> er/ <u>p</u> a <u>p</u> er	– voiceless stops are voiced in Arabic before vowels
Spanish	b/v	<u>b</u> alentine/ <u>v</u> alentine	– no labiodental [v] in Spanish
Cree	s/sh	<u>s</u> ip/ <u>sh</u> ip	– [sh] does not occur in Cree
Serbo-Croatian	t/th	<u>t</u> ink/ <u>th</u> ink	– [th] does not occur in Serbo-Croatian
Polish	t/d	ba <u>t</u> / <u>ba</u> d	– consonants are devoiced in word-final position

## Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

---

It is important for classroom teachers to understand the differences between functional, everyday language skills and the language skills required in an academic setting. Basic Interpersonal Communication Skills (BICS) typically develop within two years of arrival in an integrated classroom setting. BICS make students appear to have mastered many aspects of the language, as they are able to discuss, joke and socialize with classmates; however, there are considerable differences between BICS and the language required for academic purposes. Cognitive Academic Language Proficiency (CALP) takes five to eight years to acquire, and ESL learners need support and assistance with their language learning to achieve CALP. Therefore, in language and culture programs, it is important to remember that ESL learners may or may not have sufficient language or concepts on which to base their new language learning.

## Implications of Learning Multiple Languages Concurrently

---

The number of trilingual students in Canada is increasing, and most people are aware of the advantages of speaking three languages. Possessing skills in multiple languages leads to educational, economic and sociocultural benefits. Students for whom English is a second language, including those who are learning two languages as well as those who already have bilingual competencies in languages other than English, develop certain tendencies as trilingual speakers that may aid their language development. Limited instruction in a third language will not lead to trilingual proficiency, but it will enable these students to develop language learning skills.

Since the majority of trilinguals are bilinguals learning a third language, success in third language acquisition is based on proficiency in the first language, the recency of the second language acquisition, linguistic distance and interlanguage transfer. English as a second language (ESL) students may find it beneficial to learn a third language as it may improve their understanding of English.

## Second Language Acquisition

---

The term *second language* refers to a language that is learned after the first language is relatively well established. By the age of five, children have control over most of their first language grammar. Any language they learn after that is filtered through their previously learned language.

---

Implications of Learning Multiple Languages Concurrently: Adapted from The Language Research Centre of the University of Calgary, *A Review of the Literature on Second Language Learning* (Edmonton, AB: Alberta Learning, 2004), pp. 57, 61.



ESL learners are already learning a second language—typically English—in Alberta schools. Whatever their backgrounds, all ESL students will benefit from being included in the German language and culture program. The most compelling reason is that it is typically during the German language and culture program that all students in the classroom tend to be on a more level playing field. For example, when a teacher is speaking German, it is possibly the one time during the day when the ESL student understands as much as his or her classmates and is not at a disadvantage, as with instruction in English. In fact, the ESL learner’s own first language may provide an advantage. Also, the skills necessary to learn a new language are transferable to learning other languages. ESL students should be encouraged to be included in German language and culture programs, despite their limited proficiency in English.

### Tips for Teachers of ESL Students

1. **Be conscious of the vocabulary you use.**  
Choose simple, straightforward words that are in everyday use.
2. **Provide additional wait time when students are responding to questions.**
3. **Simplify sentence structures and repeat sentences verbatim before trying to rephrase.**  
Short, affirmative sentences are easiest for new learners of English to understand. Complex sentences and passive verb constructions pose a greater challenge. For example, instead of “The homework must be completed and handed in by Friday,” it would be better to say “You must finish the work and give it to me on Friday.”
4. **Recycle new words.**  
Reintroduce new words in a different context or use recently learned words to introduce or expand a concept.
5. **Rephrase idioms or teach their meanings.**  
ESL students often translate idiomatic expressions literally. Post a list of idioms for students to see, talk about and use.
6. **Clearly mark transitions during classroom activities.**  
To avoid confusion when changing topics or focus, explicitly signal the changes; e.g., “first we will ...”, “now it’s time for ...”.
7. **Give clear instructions.**  
Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.
8. **Use many nonverbal cues.**  
Gestures, facial expressions and mime will help learners grasp the meaning of what you are saying. Be aware, however, that some gestures, e.g., pointing at people, may have negative meanings in some cultures.

---

Tips for Teachers of ESL Students: Some tips adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 18, 19, 20. ©1999 Province of British Columbia. All rights reserved.

9. **Periodically check to ensure ESL students understand.**  
ESL students may be reluctant to ask for clarification or to admit that they don't understand something, if asked directly. To check for understanding, focus on the students' body language, watching for active listening behaviours or for expressions or postures that indicate confusion or frustration.
10. **Write key words on the board, and use visual and other nonverbal cues, whenever possible, to present key ideas.**  
Concrete objects, charts, maps, pictures, photographs, gestures, facial expressions and so on form an important complement to oral explanations for ESL students.
11. **Provide written notes, summaries and instructions.**
12. **Use the students' native languages to check comprehension and to clarify problems.**  
If you or some of your students speak the native language of your ESL student, use the first language to clarify instructions, provide translations of key words that are difficult to explain, and find out what the student knows but cannot express in English. Most ESL students will only need this additional support for a limited time or in rare situations.
13. **Communicate interest in students' linguistic development, and set expectations.**
14. **Respond to students' language errors.**  
When students produce incorrect grammar or pronunciation, rephrase their responses to model correct usage, without drawing specific attention to the error. In responding to students' written errors, try to focus on consistent errors of a specific type and concentrate on modelling or correcting only that error. If you target each and every error, the student may not grasp the specific rules that must be applied and may become confused and overwhelmed. Keep in mind that it is best to focus on content and understanding first.

## Considering the Student's Perspective

---

As well as creating an effective learning environment for ESL students, it is important for teachers to consider the learning environment from the student's perspective.

### ESL students learn best when they:

- are involved in decision making
- become aware of available resources
- are actively involved in evaluation practices
- have opportunities to develop a sense of self-confidence and competence
- feel safe and secure to try things and to make mistakes
- are free to interact with materials, peers and adults
- have opportunities to make choices and decisions about what to do, what to use and who to work with
- become aware of the needs of others and show respect and a caring attitude toward others
- have opportunities for success
- influence their own experiences and the experiences of all others in the class
- continue to develop theories about the way the world works
- are both a learner and a teacher, an individual and a group member.

## Celebrating Cultural Differences

---

There are many ways to celebrate cultural differences in the classroom and the school.

### Tips for Celebrating Cultural Differences

1. Begin by finding out as much as possible about the cultures represented in your classroom and in your community.
2. Ensure that the school is culturally inclusive visually. Displays around the school should represent various backgrounds, cultures, religions and lifestyles. Emphasize the everyday rather than the exotic.
3. Bilingual as well as first language books and dictionaries, and books written by a wide variety of authors from various cultures, can be part of the school library collection. The school library should be reviewed regularly to ensure that materials are culturally appropriate.
4. Seasonal, holiday and artistic displays in the classroom and school should reflect the cultural composition of the school. If cultural and faith celebrations are honoured within the school, they should be inclusive of all members of the school community.
5. School staff members should be encouraged to decorate their work spaces with items that reflect their cultural backgrounds.

### Differentiating Learning Activities for ESL Students

---

It may be necessary to differentiate learning activities for ESL students. Some examples of differentiation for ESL students are listed in the chart below.

	General Curriculum Focus	Whole Group Activity	Suggestions for Differentiation
<b>10-3Y level</b>	Develop reading skills in German.	Class reads grade-level story and discusses.	ESL learner will highlight words understood.  ESL learner will sit with a buddy and follow the text.
<b>20-3Y level</b>	Exchange basic personal information.	Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They read the script together.	ESL learner will contribute some of the words for the script. He or she may mime parts of the script for the class.
<b>30-3Y level</b>	Explore the use of language for imagination, humour and fun.	Students play a variety of traditional sports or games in German.	ESL learner may display prior knowledge of a game and teach the game to classmates.

# Choosing Instructional Strategies

Instructional strategies that are effective in teaching second languages are often the same strategies that are effective with ESL students. In general, structured cooperative learning activities, group discussions and the use of educational technologies are effective instructional strategies for ESL students.

## Cooperative Learning

→ For more information ...

Chapter 3

Cooperative learning activities that incorporate predictable routines and structures are integral to a supportive learning environment. Cooperative learning includes students working together in small groups toward a group goal or task completion, students sharing ideas and materials, and students celebrating success based on the performance of the group rather than on the performance of individuals.

The benefits of using cooperative learning with ESL students are that it allows them to interact with their peers, it models language and social interactions, it develops positive interdependence and self-confidence, and it allows for repetition of information as the group works together to solve problems. The challenges of using cooperative learning are that ESL students may find it to be a threatening experience, may not be used to expressing personal opinions and/or may not have enough language to interact with their peers.

When using cooperative learning as an instructional strategy, teachers should remember to keep groups small, group ESL students carefully, assign roles in each group and monitor group interactions.

## Group Discussions

Similar to cooperative learning, group discussions allow ESL students to articulate their views and respond to the opinions of others. Group discussions are essential for building background knowledge on specific issues, creating motivation and interest, and exploring new ideas. They also create a sense of belonging and lead to social interactions.

The challenges of using group discussions are that ESL students may have insufficient listening comprehension skills, may misinterpret body language and may feel anxiety over the expression of their personal opinion, especially if such expression was not encouraged in their previous educational setting.

To foster effective group discussions, teachers need to encourage an atmosphere of openness and acceptance, establish ground rules for discussions, choose topics for discussion carefully and give ESL students an opportunity to think before they respond.

## Technology

➔ For more information ...

Chapter 3

All students, including ESL students, should become familiar with different types of technology. Some students may have had extensive opportunities to use different technologies, whereas others may have had limited opportunities. In most cases, students are highly motivated to use any form of technology.

### Some suggestions for using technology include:

- electronic journals or diaries
- interactive projects with different schools or countries
- chat rooms, news groups, bulletin boards
- production of audio, video or multimedia assignments
- structured e-mail interactions
- submission of assignments via e-mail
- cross-cultural communication with e-pals
- writing conferences via e-mail.

Using technology benefits students by presenting information in a new way, e.g., providing oral presentation of written text, and by allowing students to work independently at their own pace. Interacting through technology may also be less threatening and intimidating for ESL students than interacting in person.

The challenges of using technology include providing instruction on how to use the technology and monitoring the activity to ensure that students are on task. Assigning partners in the computer lab is a common and valuable strategy. ESL students may need to be introduced to the North American keyboard. There are many effective educational software programs available for teaching basic computer skills, keyboarding and even second languages.

## Suggestions for Assessment

➔ For more information ...

Chapter 7

Appendix D  
Assessment  
Blackline Masters

With ESL students, assessment includes finding out about their background knowledge and about any gaps in their prior education.

Accurate assessment of ESL students is difficult because of the limited ability of these students to express themselves. Some modification of assessment practices may be necessary.

## Modifying Assessment for ESL Students

---

### Novice Students

(up to six months in an English-speaking classroom with ESL support)

- Have student point to the picture of a correct answer (limit choices).
- Have student circle a correct answer (limit choices).
- Instruct student to draw a picture illustrating a concept.
- Instruct student to match items.
- Have student complete fill-in-the-blank exercises with the word list provided.
- Reduce choices on multiple choice tests.
- Test student orally in English or in the native language.

### Beginning Students

(up to two years in an English-speaking classroom with ESL support)

- Instruct student to match items.
- Have student complete fill-in-the-blank exercises with the word list provided.
- Give open-book tests.
- Ask student to retell/restate (orally and in writing).
- Instruct student to define/explain/summarize orally in English or in the native language.
- Use cloze procedures with outlines, charts, time lines and other graphic organizers.

### Intermediate Students

(up to five years in an English-speaking classroom with ESL support)

- Have student explain how an answer was achieved (orally and in writing).
- Have student complete fill-in-the-blank exercises.
- Ask student to retell/restate (orally and in writing).
- Have student define/explain/summarize (orally and in writing).
- Have student compare and contrast (orally and in writing).
- Use cloze procedures with outlines, charts, time lines and other graphic organizers.
- Have student analyze and explain data (orally and in writing).
- Instruct student to express opinions and judgements (orally and in writing).

## Reporting ESL Students' Progress

School jurisdictions may have specific policies regarding the reporting of achievement of ESL students. Some jurisdictions will supply specifically designed ESL report cards. Other jurisdictions will modify the regular report card to reflect the program of the ESL student. Still other jurisdictions have developed report cards that reflect the needs of all students and that have the capacity to include learner outcomes developed specifically for ESL students. No matter what format is used, it is important that accurate information is shared.

Whenever necessary, the services of an interpreter can be used to explain to parents how their children are doing. Teachers can check with local service agencies for lists of available interpreters or ask the family if they have someone they trust to interpret the information for them.

---

Modifying Assessment for ESL Students: Adapted from Pamela Wrigley, *The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners* (Oneonta, NY: ESCORT, 2001), p. 146. Adapted with permission from ESCORT.



# Chapter 7

## Classroom Assessment

### Chapter Summary

Introduction

Assessment

Evaluation

Assessment for Learning (Formative) and Assessment of Learning (Summative)

Determining the Assessment Purpose

Principles of Effective Classroom Assessment

Assessment Accommodations for Students with Special Education Needs

Student-directed Assessment

Teacher-directed Assessment

Assessment and Evaluation Resources

### Introduction

Assessment approaches and strategies provide evidence of understanding and are a critical part of the planning process. Assessment should be considered and planned before deciding on learning activities. Assessment approaches and tasks provide the context and direction for learning activities that will be used to build understanding and skills.

### Assessment

Assessment is the gathering and consideration of information about what a student knows, is able to do and is learning to do. It is integral to the teaching–learning process, facilitating student learning and improving instruction.

Teachers consider assessment during all stages of instruction and learning. The assessment process informs teachers as to what students know and are able to do in relation to learning outcomes. Informed by a well-designed and implemented

assessment process, teachers are empowered to make sound pedagogical decisions to move students toward the achievement of learning outcomes.

#### Teachers use assessment to:

- obtain information about what students know or are able to do
- modify instruction
- improve student performance.

#### Assessment practices should:

- be part of an ongoing process rather than a set of isolated events
- focus on both process and product
- provide opportunities for students to revise their work in order to set goals and improve their learning
- provide a status report on how well students can demonstrate learning outcomes at a particular time
- be developmentally appropriate, age-appropriate and gender-balanced and consider students' cultural and special needs
- include multiple sources of evidence (formal and informal)
- provide opportunities for students to demonstrate what they know, understand and can do
- involve students in identifying and/or creating criteria
- communicate the criteria used to evaluate student work before students begin tasks
- be communicated to students so that they understand expectations related to learning outcomes and can plan for success.

#### Also, assessment practices should help and encourage students to:

- be responsible for their own learning
- be involved in establishing criteria for evaluating their products or performances
- work together to learn and achieve outcomes
- feel competent and successful
- set goals for further improvements.

## Evaluation

Evaluation is often confused with assessment. Evaluation is a judgement regarding the quality, value or worth of a student's response, product or performance based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes.

With information from assessment and evaluation, teachers can make decisions about *what* to focus on in the curriculum and *when* to focus on it. Assessment and evaluation identify who needs extra support, who needs greater challenge, who needs extra practice and who is ready to move on. The primary goal of assessment and evaluation is to provide ongoing feedback to teachers, students and parents in order to enhance teaching and learning.



# Assessment for Learning (Formative) and Assessment of Learning (Summative)

Assessment is generally divided into two categories: assessment for learning (formative assessment) and assessment of learning (summative assessment). For professional discussion and understanding, it is helpful to be aware of these terms and their meanings.

## Assessment for Learning

→ For more information ...

Appendix D

Assessment for learning is characterized by the ongoing exchange of information about learning among students, peers, teachers and parents. It provides information about student progress, allowing a teacher to make program adjustments to best meet the learning needs of a student or class. Assessment for learning provides detailed, descriptive feedback through comments. As a result of receiving feedback focused on the learning outcomes, students will have a clearer understanding of what they need to do to improve their future performance. If students are to become competent users of assessment information, they need to be included in the assessment process (Black et al. 2003).

### Examples of assessment for learning activities include the following:

- Students learn the names of family members or guardians and bring a photograph or drawing of their family to class. They take turns introducing their family members or guardians to their peers. Observe students for the demonstration of specific outcomes, such as how well they share basic information and if they communicate words and phrases comprehensibly. Observations are recorded using an outcome-based observation checklist. Such information effectively informs the planning process, leading to improvement of future student performance in relation to specific learning outcomes.

#### Caution

Teachers should be aware that some students may or may not have a traditional family structure. An alternative activity may be necessary.

- After hearing German spoken clearly and correctly, students form small groups and read a short passage to one another. Each group selects a spokesperson to present the passage to the entire class. The teacher facilitates a discussion on the characteristics of good German pronunciation. Students then summarize some of the characteristics of good pronunciation in their learning logs. This knowledge is used to improve students' oral interaction and production skills.

## Assessment of Learning

Assessment of learning most often occurs at the end of a period of instruction, such as a unit or term. It is designed to be summarized in a performance grade and shared with students, parents and others who have a right to know.

**Examples of assessment of learning activities include the following:**

- At the conclusion of a unit on “My Friends,” students prepare a personal collage by using pictures of themselves; their friends; their favourite activities, foods and books; and their likes and dislikes. Each picture is labelled in German. The collages are then presented orally in German. An outcome-based rubric is used to evaluate how well students are able to share basic information and use pronunciation comprehensibly. The rubric is then translated into a grade that can be presented as part of a report card, portfolio or parent–student–teacher conference.
- At the end of a period of study in which students have had the opportunity to learn and use several relevant vocabulary words, students write a test in which they match German vocabulary words with the corresponding words in English. These tests are marked and contribute to an overall mark in a reporting period.

**Comparing Assessment for Learning and Assessment of Learning**

<b>Assessment for Learning (Formative Assessment)</b>	<b>Assessment of Learning (Summative Assessment)</b>
Checks learning to determine what to do next, then provides suggestions of what to do—teaching and learning are indistinguishable from assessment.	Checks what has been learned to date.
Is designed to assist educators and students in improving learning.	Is designed for the information of those not directly involved in daily learning and teaching (school administrators, parents, school board, Alberta Education, post-secondary institutions) in addition to students and teachers.
Is used continually by providing descriptive feedback.	Is presented in a periodic report.
Usually uses detailed, specific and descriptive feedback—in a formal or informal report.	Usually compiles data into a single number, score or mark as part of a formal report.
Is not reported as part of an achievement grade.	Is reported as part of an achievement grade.
Usually focuses on improvement, compared with the student’s “previous best” (self-referenced, making learning more personal).	Usually compares the student’s learning either with other students’ learning (norm-referenced, making learning highly competitive) or with the standard for a grade level (criterion-referenced, making learning more focused).

Comparing Assessment for Learning and Assessment of Learning: Adapted from Ruth Sutton, unpublished document, 2001. Used with permission from Ruth Sutton Ltd.

## Determining the Assessment Purpose

---

Any assessment strategy can serve both formative and/or summative purposes, depending on how the results are used. In assessment of learning, tests are given to check learning at a given point and are included as part of the report card mark. When planning to administer a test, teachers can also use assessment for learning strategies. For example:

- Teachers can collaboratively develop test questions with students. Developing test questions gives an indication of what students know and can do. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively guide student review.
- Teachers can ask students to rate, on a scale from easy to difficult, what has been learned. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively help students review. Following a test, teachers can ask students to identify what questions they considered to be the most difficult—the ones they found most challenging, not necessarily the questions they got wrong. Teachers can then take this information and work with students to categorize learning outcomes that proved difficult and to facilitate student self-assessment and goal setting.
- Teachers can administer a nongraded pre-test prior to introducing a new activity. For example, if the instructional focus of a game to be played is to learn new vocabulary, students can be given a pre-test to check how well they know that vocabulary. After the learning experience, students can complete the same test and compare their performances. Based on this comparison, students can reflect on their learning in their learning logs.

It is possible to use the same test for both assessment of learning and assessment for learning. It is up to teachers to determine the purpose and use of the results of assessment strategies.

## Meaningful Assessment

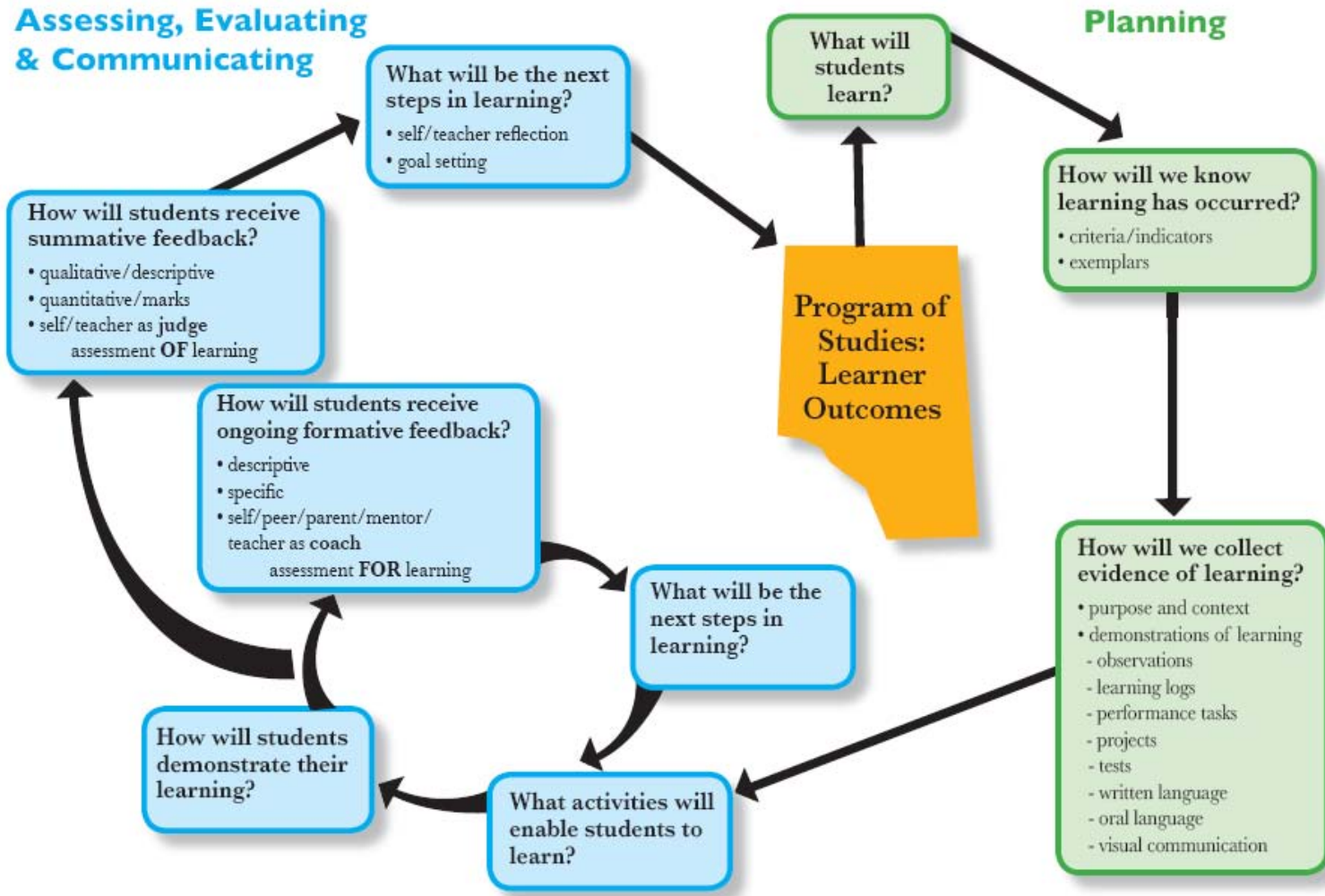
---

The quality of assessment largely determines the quality of evaluation. Valid judgements can be made only if accurate and complete assessment data are collected in a variety of contexts over time.

Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning and provide corrective feedback and direction for further instruction. Assessment enhances instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent lifelong learners who regularly monitor and assess their own progress.

# Assessing Student Learning in the Classroom



Assessing Student Learning in the Classroom: ©Alberta Assessment Consortium (AAC). Source: *A Framework for Student Assessment* (p. 3). 2nd ed. (2005). Used with permission.

# Principles of Effective Classroom Assessment

Effective assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction for learning.

There are several critical factors for teachers to consider as they plan and develop an effective classroom assessment program. The graphic on the preceding page, “Assessing Student Learning in the Classroom,” outlines a framework for classroom assessment based on the latest research and best practices designed to enhance student learning. The following principles are central to an assessment process that informs teaching practices and enhances student learning.

## Assessment reflects intended outcomes from the program of studies.

General and specific outcomes identify expectations for student achievement across curriculum. These outcomes should be used to articulate evidence and criteria for learning. When outcomes are clustered around a “big idea” or concept, they can be used as the basis for articulating expectations, selecting strategies and developing activities. Well-aligned units and lesson plans:

- clearly identify a cluster of outcomes around a big idea or concept
- describe what students should understand, know and do to meet the outcomes
- provide learning activities that lead students to attain the outcomes
- use instructional approaches or strategies based on indicators of student learning.

Teachers should plan assessment activities that require students to demonstrate what they understand and can do in relation to the selected outcomes so that valid inferences can be made based on the results.

## Assessment criteria are clearly communicated.

Criteria describe what students are expected to be able to do to meet intended learning outcomes. Criteria need to be written in age-appropriate language and communicated to students prior to beginning an assessment activity. Sharing criteria with students empowers them to monitor their learning and communicate their progress.

## Assessment employs a variety of strategies.

The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts. When teachers use a variety of assessment for learning and assessment of learning strategies consistently, they are able to accurately communicate student achievement in relation to the program of studies. Some skill outcomes can only be evaluated through performance assessment that provides students with a meaningful real-world context, and in second language instruction, observation of personal communication is an essential assessment strategy.

## Assessment is ongoing.

The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning and provides ongoing feedback to teachers, students and parents about student learning. Teachers gather information about student learning and consider it as they plan further instruction. They use ongoing student assessment to make decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

## Assessment involves students in the process.

Whenever possible, students should be involved in determining the criteria used to evaluate their work. Such involvement leads students to a deeper understanding of what they are expected to know and do. Students should also be involved in the process of identifying their learning needs and goals. Teachers facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

## Assessment demonstrates sensitivity to individual differences and needs.

Assessment impacts student motivation and self-esteem and therefore needs to be sensitive to how individual students learn. “Accommodations to ... assessment will greatly serve the needs of individual students who have communication, behavioural, intellectual or physical exceptionalities .... Such accommodations or adaptations should be made to ensure the most accurate understanding of a student’s performance ...” (Toronto Catholic District School Board 2001, p. 14). As teachers conference with students, decisions are made with regard to the next steps in student learning. This includes accommodations for individual student learning needs.

### → For more information ...

Chapter 6  
Modifying  
Assessment for ESL  
Students

Chapter 7  
Assessment  
Accommodations  
for Students with  
Special Education  
Needs

Appendix B  
Examples of  
Assessment  
Accommodations

Accommodations to programming and assessment, including those for ESL students and for students with special education needs, ensure the most positive impact on student learning and an accurate understanding of student performance. Specific accommodations may include adjustments to the kind, breadth, depth and pace of assessment.

## Assessment includes many different tools and processes.

Assessment tools and processes include:

- tests and quizzes with constructed-response (performance-based) items and selected-response items (true/false, fill-in-the-blank, multiple choice)
- reflective assessments, such as journals, logs, listen–think–pair–share activities, interviews, self-evaluation activities, and peer response groups
- academic prompts that clearly specify performance task elements, such as format, audience, topic and purpose
- culminating assessment projects that allow for student choice and independent application.

### Assessment should:

- be directly connected to curriculum expectations and to instructional strategies
- include various forms, such as observations, anecdotal notes, rating scales, performance tasks, student self-assessment, teacher questioning, presentations and learning logs
- be designed to collect data about what students know and are able to do, what they need to learn and what they have achieved, and about the effectiveness of the learning experience
- demonstrate a range of student abilities, skills and knowledge
- involve sharing the intended outcomes and assessment criteria with students prior to an assessment activity
- take place before, during and after instruction
- provide frequent and descriptive feedback to students
- ensure that students can describe their progress and achievement.

# Assessment Accommodations for Students with Special Education Needs

➔ For more information ...

Chapter 4

Assessment may need to be modified or adapted to accommodate students with special education needs. Based on a clear understanding of the specific needs of a student, teachers can make assessment accommodations related to:

- kind/task
- depth/detail
- breadth/volume
- pace/timing.

The following chart describes examples of these types of assessment accommodations.

<p style="text-align: center;"><b>Accommodation in Kind (Task)</b></p> <ul style="list-style-type: none"> <li>• Familiarize students with methods being used.</li> <li>• Use alternative assessment formats; e.g., oral tests, conferences.</li> <li>• Encourage student negotiation of performance tasks.</li> <li>• Provide exemplary models.</li> <li>• Allow students to practise the activity.</li> <li>• Convert short answer questions to a cloze format.</li> <li>• Present tasks that begin with the concrete and move to the abstract.</li> <li>• Encourage the use of tools such as calculators, dictionaries, word processors and magnifiers.</li> <li>• Allow peer support, such as partner work.</li> </ul>	<p style="text-align: center;"><b>Accommodation in Depth (Detail)</b></p> <ul style="list-style-type: none"> <li>• Break down complex tasks into smaller steps.</li> <li>• Provide written instructions in addition to verbal directions. Put an outline of steps on the board.</li> <li>• Include picture clues to support verbal instructions.</li> <li>• Modify the format of the evaluation by having fewer questions per page, or limit the overall number of questions.</li> <li>• Teach students to attend to key direction words in questions by using a highlighter.</li> <li>• Avoid excessive corrections by focusing on fewer expectations.</li> </ul>
<p style="text-align: center;"><b>Accommodation in Breadth (Volume)</b></p> <ul style="list-style-type: none"> <li>• Reduce amount of reading and writing required.</li> <li>• Reduce amount of content per assessment task.</li> <li>• Provide clear, simple directions for the assessment activity.</li> <li>• Allow the use of notes or text during tests to assist students with weak recall, or provide a set of reference notes.</li> <li>• Monitor work to ensure time lines are met.</li> </ul>	<p style="text-align: center;"><b>Accommodation in Pace (Timing)</b></p> <ul style="list-style-type: none"> <li>• Provide additional time to complete tasks and tests.</li> <li>• Have students repeat and rephrase instructions.</li> <li>• Allow students to complete the assessment task over several sessions.</li> <li>• Reinforce effective behaviour such as finishing on time and demonstrating commitment to the task.</li> <li>• Take into account improvement over time.</li> </ul>

Assessment Accommodations for Students with Special Education Needs: Adapted with permission from Toronto Catholic District School Board, *Assessment of Student Achievement in Catholic Schools: A Resource Document* (Toronto, ON: Toronto Catholic District School Board, 2001), p. 15.



## Student-directed Assessment

---

Involving students in the assessment process allows them to become effective users of assessment information. Students can become proficient users of student-directed assessment strategies such as conferencing, self-assessment, peer assessment and goal setting.

Assessments that directly involve students help them learn important skills that they will be able to use as lifelong learners. They learn to be reflective and responsive, to think about their own efforts, to be constructive in self-assessment and peer assessment, and to provide specific information that makes a difference.

By integrating self-assessment activities and providing time for goal setting and peer assessment in routine classroom activities, assessment shifts from the teacher as judge and evaluator, to the teacher as coach and facilitator. To increase student involvement in the assessment process, teachers should:

- explain scoring criteria for performance-based tests prior to the tests
- show exemplars of what excellent work looks like whenever possible
- use language that students understand
- develop assessment tools collaboratively with students
- develop self-monitoring and self-assessment tools for different tasks and assignments
- encourage student goal setting.

## Conferencing

---

Conferences are usually short, informal meetings held with individual students or a small group of students and involve diagnostic listening, questioning and responding. Interviews are conferences conducted to gather specific information. They may involve a set of questions asked for a specific purpose or a formal set of written questions to which a student responds in writing. For example, teachers may need information about a student's use of text and may use a formal conference or interview to ask questions directly related to a particular aspect of the student's performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviours. These are often presented as a set of questions or activities to which the student may respond orally, while the teacher records his or her responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular basis and both student and teacher come prepared with materials to share and questions to ask. Conference notes form a permanent record of the content of the conference and can be used to set goals for future learning.

Once students are familiar with conferencing procedures, peer conferencing can be used by students to obtain feedback and to discuss their progress and goals.

The purpose of conferencing is to:

- provide opportunities for students and the teacher to discuss learning strengths and areas for improvement
- set learning goals
- learn about students' understanding of information, students' attitudes toward learning, and the skills and strategies students employ during the learning process
- provide opportunities for individualized teaching, guiding students to more challenging materials and determining future instructional needs.

### Tips for Conferencing with Students

1. Ensure that students are aware of the purpose of the conference and of the expectations of participants before the conference begins.
2. Manage conferences by setting aside definite times.
3. Record individual student names on a classroom calendar so that students know the day on which their conference will occur.
4. Use a class list to ensure that all students are seen in individual conferences.
5. Allow students to request conferences on a sign-up basis.
6. Ensure that all students select at least a minimum number of conferences (to be determined by the teacher) throughout the term.
7. Review class records frequently to ensure that all students are being seen regularly.
8. Schedule assessment conferences for five to ten minutes with a specific purpose in mind.
9. Maintain a friendly, relaxed atmosphere that promotes trust.
10. Ensure that students are able to work independently so conferences can occur without interruption. Discuss the purpose of conferences and the expectations of all members of the class during conference times. Establish procedures for problem-solving other class issues that may arise during conference times.
11. Conference more frequently with students having difficulty.
12. Focus on only one or two topics at each conference.
13. Begin and end each conference on a positive note.
14. Review recent anecdotal notes and conference records to identify students in immediate need of conferencing.
15. Understand that students become more involved and accept more responsibility for the conference as they become familiar with the process.
16. In a group conference, each student involved has the opportunity to share his or her work, to emphasize what he or she is proud of and to ask questions. Other participants point out what they like about the student's work and offer suggestions for improvement. It may be useful to observe and to record anecdotal notes.

## Personal Reflection and Self-assessment

---

➔ For blackline masters ...

Appendix D  
Self-assessment  
Checklist,  
Self-assessment  
Rating Scale,  
Self-assessment  
Checklist and Goal  
Setting

Personal reflection can be structured by the teacher or the students and may include personal responses about the learning process. Teachers can effectively model personal reflection for students on a daily basis.

When students self-assess they:

- reflect on what they have learned and how they learned it
- monitor and regulate their learning while they are learning
- see their strengths as well as areas that need work
- realize that they are responsible for their own learning
- evaluate the quality of their work and knowledge
- set goals for future learning and plan ways to achieve their goals
- see their progress in all curricular areas.

Tools such as response journals and learning logs can become even more effective when accompanied by the use of probes or specific questions. In *Assessing Student Outcomes*, Marzano, Pickering and McTighe offer the following journal writing probes and questions that help students reflect on their own learning:

### Reflecting on Content

Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

### Reflecting on Information Processing

Describe how effective you were in gathering information for your project.

### Reflecting on Communication

Describe how effective you were in communicating your conclusions to your discussion group.

### Reflecting on Collaboration and Cooperation

Describe how well you worked with your group throughout your project.

Assessing their own thinking and learning provides students with valuable training in self-monitoring. One way to have students reflect on their learning is to have them complete sentence stems such as the following:

- This piece of work demonstrates that I can ...
- I can improve my work by ...
- After reviewing my work, I would like to set a new goal to ...
- A strategy that worked well for me is ...

To maximize learning, teachers can create opportunities for students to compare their own self-assessment information with teacher assessments. This kind of authentic student–teacher interaction during the assessment process encourages students to honestly and thoughtfully assess their own work and take ownership of their own learning.

Students can assume more responsibility in the learning process by assessing and/or evaluating their own assignments or projects prior to teacher or peer assessment. Students can also write their own progress report comments and summary-of-learning letters to teachers and parents.

## Portfolios

---

A portfolio is a purposeful collection of student work samples, student self-assessments and goal statements that reflect student progress. Students generally choose the work samples to place in the portfolio, but the teacher may also recommend that specific work samples be included. Portfolios are powerful tools that allow students to see their academic progress from grade to grade.

The physical structure of a portfolio refers to the actual arrangement of the work samples, which can be organized according to chronology, subject area, style or goal area. The conceptual structure refers to the teacher's goals for student learning. For example, the teacher may have students complete a self-assessment on a work sample and then set a goal for future learning. The work sample self-assessment and the goal sheet are then added to the portfolio.

Work samples from all curricular areas can be selected and placed in a portfolio, including stories, tests and projects.

### Effective portfolios:

- are updated regularly to keep them as current and complete as possible
- help students examine their progress
- help students develop a positive self-concept as learners
- are shared with parents or guardians
- are a planned, organized collection of student-selected work
- tell detailed stories about a variety of student outcomes that would otherwise be difficult to document
- include self-assessments that describe the student as both a learner and an individual
- serve as a guide for future learning by illustrating a student's present level of achievement
- include a selection of items that are representative of curriculum outcomes and of what students know and can do
- include the criteria against which the student work was evaluated
- support the assessment, evaluation and communication of student learning
- document learning in a variety of ways—process, product, growth and achievement
- include a variety of works—audio recordings, video recordings, photographs, graphic organizers, first drafts, journals and assignments that feature work from all of the multiple intelligences.

Work samples not only provide reliable information about student achievement of the curriculum, but also provide students with a context for assessing their own work and setting meaningful goals for learning. Furthermore, displaying concrete samples of student work and sharing assessments that illustrate grade level expectations of the curriculum are key to winning the confidence and support of parents.

An essential requirement of portfolios is that students include written reflections that explain why each sample was selected. The power of the portfolio is derived from these descriptions, reactions and metacognitive reflections. Conferencing with parents, peers and/or teachers helps synthesize learning and celebrate successes. Some students become adept at writing descriptions and personal reflections of their work without any prompts. For students who have difficulty deciding what to write, sentence starters might be useful; e.g.,

- This piece shows I really understand the content because ...
- This piece showcases my \_\_\_\_\_ intelligence because ...
- If I could show this piece to anyone—living or dead—I would show it to \_\_\_\_\_ because ...
- People who knew me last year would never believe I created this piece because ...
- This piece was my greatest challenge because ...
- My (parents, friend, teacher) liked this piece because ...
- One thing I learned about myself is ...<sup>1</sup>

The student descriptions should indicate whether the product was the result of a specifically designed performance task or a regular learning activity. The level of assistance is also relevant—did the student complete the work independently, with a partner, with intermittent guidance from the teacher or at home with parent support? Dating the sample, providing a brief context and indicating whether the work is a draft or in completed form are also essential.

## Goal Setting

---

### → For blackline masters ...

Appendix D  
Self-assessment  
Checklist and Goal  
Setting,  
Long-term Goal  
Setting

Goal setting follows naturally out of self-assessment, peer assessment and conferences. Students and teachers decide what they need to focus on next in the students' learning, set goals and plan the steps students will take toward achieving their goals.

Goals can be either short- or long-term. Short-term goals are small and specific and are likely to be achieved within a brief period of time. One way to help students set goals is to add a prompt to the end of a self-assessment task; e.g., "Next time I will ...."

Students set long-term goals when they take an overall look at how they are doing and identify a specific focus for improvement. Long-term goals are bigger and more general and usually require an extended period of time to reach, sometimes as long as a few months.

---

1. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning* (3rd edition) (Arlington Heights, IL: Skylight Professional Development, 1999, 1994, 1993), p. 68. Adapted with permission of Sage Publications, Inc.

➔ For blank templates ...

Appendix C  
Goal-setting  
Organizer 1, 2,  
3 or 4

To coach students in setting SMART learning goals—Specific, Measurable, Attainable, Relevant and Timely (Sutton 1997)—teachers should advise students to look for strengths in their work as well as areas of potential growth.

Students need to set goals that are attainable and appropriate. Teachers can use direct instruction to help students develop goal-setting skills. When students set their goals, they need to:

- consider their strengths
- consider areas that need improvement
- use established criteria
- identify resources they will need to be successful
- design plans that will enable them to reach their goals
- share their goals with significant people in their lives
- plan time lines for goal review and attainment.

Students may set specific goals for each of the language arts. Goals may be set for daily activities, for long-term activities or for a term.

Once students describe what they need to do, they design a specific plan to meet their goals. Teachers ask students to provide specific information, such as a date by which they wish to accomplish their goal and the materials and resources they will need.

The results of self-assessment, peer assessment and goal setting are used to monitor students' performance and to improve it. Information gathered can be used to plan for future instruction, but it should not be included in a performance mark for a report card.

## Learning Logs

---

Learning logs serve to develop student awareness of outcomes and learning processes. With encouragement, guidance and practice, students develop the ability to reflect on learning activities, identify what they have learned, identify areas in which they need to improve and set personal learning goals. It takes time and practice for students to become adept at such reflective thinking, particularly in the beginning stages. Learning logs kept by students and responded to by the teacher on a regular basis provide an effective assessment for learning tool.

## Guided Reflection

Learning logs allow students to monitor their learning and write to the teacher about what help they need to improve. Teachers can direct students to focus on a particular area in their learning logs, such as reflecting on a specific experience, or breaking down vocabulary and grammar into categories that indicate levels of understanding, such as “Got it, Getting it, Don’t get it yet.” Information gained from periodic meetings with students about their learning logs allows teachers to plan how to help students improve.

## Metacognitive Reflection

Metacognitive reflection can be defined as thinking about one's own thinking and learning processes. Teachers help students develop metacognitive strategies through direct instruction, modelling and providing opportunities for student practice. In this way, students become effective thinkers who self-monitor and develop control over their thinking processes.

Students use their metacognitive skills to reflect on what they have learned, how they have learned it and what they need to do to pursue their learning further. When they engage in metacognitive reflection, students can monitor their own learning and strengthen their will to learn. Learning logs, conferences and inventories can all be used to help students develop metacognitive awareness. Personal reflection on daily work, as well as on test and examination performance, can expand students' self-knowledge. Students are able to see the progress they make, which in turn improves their self-concept.

## Learning Lists

Lists that facilitate student reflection can also be included in learning logs. To remember particularly challenging words or phrases, students can make lists of these items. Creating lists can help students target their learning by recognizing areas in which they need to improve.

## Peer Assessment

---

➔ For blackline  
master ...

Appendix D  
Peer-assessment  
Checklist

Peer assessment allows students to examine one another's work as it relates to specific criteria and to offer encouragement and suggestions for improvement. Peer assessment offers students the opportunity to share with one another their insights about learning German.

To facilitate positive and effective peer assessment, teachers need to ensure that students understand the criteria and focus on a particular aspect of their peers' work. Students should be coached on giving descriptive and constructive feedback so they avoid using broad terms such as "good" or "bad." It may be helpful if teachers have students offer two positive comments and one question about their peers' work.

Peer assessment could be facilitated by having students:

- complete a self-assessment evaluation, using the comments made by their peers
- complete a peer-assessment checklist and discuss the results with the peer, explaining the feedback.

## Teacher-directed Assessment

Teachers use a number of tools to evaluate and assess student performance related to curricular outcomes. By assessing a variety of activities and using different tools, such as rubrics, rating scales and anecdotal notes, teachers obtain a more accurate view of student performance.

### Checklists, Rating Scales and Rubrics

#### → For blackline masters ...

Appendix D  
Observation  
Checklist;  
Checklist and  
Comments 1 and 2;  
Rating Scale 1, 2  
and 3; Rubric;  
Rubric and  
Checklist

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and make judgements about what students know and can do in relation to curricular outcomes. These tools offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the quality of the descriptors chosen for the assessment. The benefit of this information is also dependent on students' direct involvement in the assessment and understanding of the feedback provided.

The purpose of checklists, rating scales and rubrics is to:

- provide tools for systematic recording of observations
- provide tools for self-assessment
- provide criteria to students prior to collecting and evaluating data on their work
- record the development of specific skills, strategies, attitudes and behaviours necessary for demonstrating learning
- clarify students' instructional needs by presenting a record of current accomplishments.

#### Tips for Developing Checklists, Rating Scales and Rubrics

1. Use checklists, rating scales and rubrics in relation to outcomes and standards.
2. Use simple formats that can be understood by students and that will communicate information about student learning to parents.
3. Ensure that the characteristics and descriptors listed are clear, specific and observable.
4. Encourage students to assist with writing appropriate criteria. For example, what are the descriptors that demonstrate levels of performance for a piece of persuasive writing?
5. Ensure that checklists, rating scales and rubrics are dated to track progress over time.
6. Leave space to record anecdotal notes or comments.
7. Use generic templates that become familiar to students and to which various descriptors can be added quickly to reflect the outcome(s) being assessed.
8. Provide guidance to students to use and create their own checklists, rating scales and rubrics for self-assessment purposes and as guidelines for goal setting.



**Checklists** usually offer a yes/no format in relation to student demonstration of specific criteria. They may be used to record observations of an individual, a group or a whole class.

**Rating Scales** allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the student and can show a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations, and students can use them as self-assessment tools. Rating scales also give students information for setting goals and improving performance. Teaching students to use descriptive words such as **always, usually, sometimes** and **never** helps them pinpoint specific strengths and needs. The more precise and descriptive the words for each scale point, the more reliable the tool. Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as **fair, good** or **excellent**, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Teachers can increase the assessment value of a checklist or rating scale by adding two or three additional steps that give students an opportunity to identify skills they would like to improve or the skill they feel is most important. For example, teachers can instruct students to:

- put a star beside the skill they think is the most important for encouraging others
- circle the skill they would most like to improve
- underline the skill that is the most challenging for them.

➔ For more information ...

<http://www.aac.ab.ca>  
<http://www.rubistar4teachers.org>  
<http://teach-nology.com>

**Rubrics** use a set of criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. These descriptions focus on the **quality** of the product or performance and not the **quantity**; e.g., not the number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

➔ For blackline master ...

Appendix D  
Rubric

### Developing Rubrics and Scoring Criteria

Rubrics are increasingly recognized as a way to both effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

Rubrics should be constructed with input from students whenever possible. A good start is to define what quality work looks like based on the learning outcomes. Exemplars of achievement need to be used to demonstrate to students what an excellent or acceptable performance is. Once the standard is established, it is easy to define what exemplary levels and less-than-satisfactory levels of performance look like. The best rubrics have three to five descriptive levels to allow for discrimination in the evaluation of the product or task. Rubrics may be used for summative purposes by assigning a score to each of the various levels.

Before developing a rubric, teachers should consider the following:

- What are the specific language and culture curriculum outcomes involved in the task?
- Do the students have some experience with this or a similar task?
- What does an excellent performance look like?
- What are the qualities that distinguish an excellent performance from other levels?
- What do other responses along the performance quality continuum look like?

Teachers can begin by developing criteria to describe the acceptable level. Then they can use Bloom's taxonomy to identify differentiating criteria as they move up the scale. The criteria should not go beyond the original performance task, but should reflect higher thinking skills that students could demonstrate within the parameters of the initial task.

When developing the scoring criteria and quality levels of a rubric, teachers should consider using the following guidelines:

- Level 4 is the **standard of excellence** level. Descriptions should indicate that all aspects of work exceed grade level expectations and show exemplary performance or understanding. This is a "Wow!"
- Level 3 is the **approaching standard of excellence** level. Descriptions should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding. This is a "Yes!"
- Level 2 is the **meets acceptable standard** level. This level should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing, but there are some errors, and mastery is not thorough. This is an "On the right track, but ...."
- Level 1 is the **does not yet meet acceptable standard** level. This level indicates what is not adequate for grade level expectations and indicates that the student has serious errors, omissions or misconceptions. This is a "No, but ...." The teacher needs to make decisions about appropriate intervention to help the student improve.

### Creating Rubrics with Students

Learning improves when students are actively involved in the assessment process. Students do better when they know the goal, see models and know how their performance compares to learning outcomes.

Learning outcomes are clarified when students assist in describing the criteria used to evaluate performance. Teachers can use brainstorming and discussion to help students analyze what each level looks like. Student-friendly language can be used and students can be encouraged to identify descriptors that are meaningful to them.

Teachers can provide work samples to help students practise and analyze specific criteria for developing a critical elements list, which can then be used to develop descriptions for each performance level.

Although rubrics are often used as assessment of learning tools, they can also be used as assessment for learning tools. Students can benefit from using rubrics as they become more competent at judging the quality of their work and examining their own progress. For example:

- Teachers can involve students in the assessment process by having them participate in the creation of a rubric. This process facilitates a deeper understanding of the intended outcomes and the associated assessment criteria.
- After a rubric has been created, students can use it to guide their learning. Criteria described in a rubric serve to focus student reflection on their work and facilitate the setting of learning goals for a particular performance assessment. Students can use a rubric to assess their own work or the work of a peer, and they can use it to guide their planning for the “next steps” in learning.

## Informal Observation

---

Informal observation is an integral part of ongoing instruction. Informal assessments include observations of students as they engage in authentic reading tasks, conferences with students about work in progress or completed assignments, and discussions with students regarding their awareness of the strategies they use to construct meaning from print. Teachers can make mental notes of the extent to which students are able to meet outcomes and can offer feedback, encouragement and praise as needed.

## Anecdotal Notes

---

➔ For blackline  
master ...

Appendix D  
Anecdotal Notes

Anecdotal notes are used to record specific observations of individual student behaviours, skills and attitudes as they relate to the outcomes in the program of studies. Such notes provide cumulative information on student learning and direction for further instruction. Anecdotal notes are often written as a result of ongoing observations during lessons but may also be written in response to a product or performance the student has completed. They are brief, objective and focused on specific outcomes. Notes taken during or immediately following an activity are generally the most accurate. Anecdotal notes for a particular student can be periodically shared with that student or shared at the student’s request. They can also be shared with students and parents at parent–teacher–student conferences.

Anecdotal notes:

- provide information regarding a student's development over a period of time
- provide ongoing records about individual instructional needs
- capture observations of significant behaviours that might otherwise be lost
- provide ongoing documentation of learning that may be shared with students, parents and other teachers.

### Tips for Establishing and Maintaining Anecdotal Notes

1. Keep a binder with a separate page for each student. Record observations, using a clipboard and sticky notes. Write the date and the student's name on each sticky note. Following the note taking, place individual sticky notes on the page reserved for that student in the binder.  
OR  
Keep a binder with dividers for each student and blank pages to jot down notes. The pages may be divided into three columns: Date, Observation and Action Plan. Keep a class list in the front of the binder and check off each student's name as anecdotal notes are added to his or her section of the binder. This provides a quick reference of the students you have observed and how frequently you have observed them.
2. Keep notes brief and focused (usually no more than a few sentences or phrases).
3. Note the context and any comments or questions for follow-up.
4. Keep comments objective. Make specific comments about student strengths, especially after several observations have been recorded and a pattern has been observed.
5. Record as the observations are being made, or as soon after as possible, so recollections will be accurate.
6. Record comments regularly, if possible.
7. Record at different times and during different activities to develop a balanced profile of student learning.
8. Review the notes frequently to ensure that they are being made on each student regularly, and summarize information related to trends in students' learning.

### Observation Checklist

➔ For blackline master ...

Appendix D  
Observation  
Checklist

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with peers in different learning situations provides insight into student learning and growth. The teacher finds out under what conditions success is most likely, what individual students do when they encounter difficulty, how interaction with others affects students' learning and concentration, and what students need to learn in the future. Observations may be informal or highly structured; they may be incidental or scheduled over different periods of time in different learning contexts.

Observation checklists allow teachers to record information quickly about how students perform in relation to specific outcomes from the program of studies. Observation checklists, written in a yes/no format, can be used to assist in observing student performance relative to specific criteria. They may be directed toward observations of an individual or a group. These tools can also include spaces for brief comments, which provide additional information not captured in the checklist.

Before using an observation checklist, teachers should ensure that students understand what information will be gathered and how it will be used. Checklists should be dated to provide a record of observations over a period of time.

### Tips for Using Observation Checklists

1. Determine the specific outcomes to observe and assess.
2. Decide what to look for. Write down criteria or evidence that indicates the student is demonstrating the outcome.
3. Ensure that students know and understand what the criteria are.
4. Target your observation by selecting four to five students per class and one or two specific outcomes to observe.
5. Collect observations over a number of classes during a reporting period, and look for patterns of performance.
6. Date all observations.
7. Share observations with students, both individually and in a group. Make the observations specific and describe how they demonstrate or promote thinking and learning. For example: "Eric, you contributed several ideas to your group's Top Ten list. You really helped your group finish the task within the time limit."
8. Use the information gathered from observation to enhance or modify future instruction.

### Question and Answer

---

➔ For more information ...

Chapter 1  
Bloom's Taxonomy

Questioning can serve as an assessment tool when it is related to outcomes. Teachers use questioning (usually oral) to discover what students know and can do. Strategies for effective question and answer assessment include the following:

- Apply a wait time or "no hands-up rule" to provide students with time to think about a question before they are called upon randomly to respond.
- Ask a variety of questions, including open-ended questions and those that require more than a right or wrong answer.
- Use Bloom's taxonomy when developing questions to promote higher-order thinking.

Teachers can record the results of questions and answers in anecdotal notes and include them as part of their planning to improve student learning.

## Quizzes

---

Quizzes generally check for student learning as it relates to a single outcome or to several outcomes. Quizzes can be used to measure student achievement of outcomes pertaining to knowledge and comprehension skills. Care must be taken to ensure that students' grades do not become unbalanced by including an overabundance of results from quizzes.

### Different purposes for quizzes:

- Graded quizzes check for learning on a few items that have been introduced and practised in class.
- Nongraded, pre- and post-quizzes check for student learning before and after an activity.
- Quizzes facilitate self-assessment and goal setting when students reflect on their quiz performance.

## Tests and Examinations

---

Tests and examinations are generally summative assessment tools that provide information about what students know and can do after a period of study. Tests and examinations are generally used by teachers to cover several outcomes at one time and therefore do not appear in the course level samples assessment sections of this resource. Questions on tests and examinations need to be aligned with the outcomes from the program of studies to ensure valid results.

### Analysis of Test and Examination Results

Teachers can help students improve their performances on assessment of learning tasks by ensuring that students have an area in their learning logs dedicated to analysis of test and examination results. Students record the concepts they found challenging on a test or an examination. Periodically, teachers can ask students to review the concepts they have described as challenging and ask them to look for patterns. Such observations can form the basis of a student–teacher conference and help the student develop a study plan that aims to improve his or her learning. These observations could also help parents understand how best to help their child develop language learning skills. Teachers may use the information gathered from this part of the learning log to help plan future programming.

## Performance Assessment

---

"A performance assessment is an activity that requires students to construct a response, create a product or demonstrate a skill they have acquired" (Alberta Assessment Consortium 2000, p. 5).

Performance assessments are concerned with how students apply the knowledge, skills, strategies and attitudes they have learned to new and authentic tasks. Performance tasks are short activities that provide an opportunity for students to demonstrate knowledge, skills and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or interdisciplinary and relate to the real-life application of knowledge, skills and strategies.

Performance assessments focus on simulated real-life situations. The approach is student-centred; therefore, the learner's context serves as one of the organizing elements in the development process.

To create a performance assessment, teachers should decide which outcomes are to be met and establish specific criteria (how students will demonstrate knowledge and understanding) to indicate whether or not students have met those outcomes. Rubrics or scoring guides that indicate the criteria for different levels of student performance are commonly used to evaluate a student's performance. Results from performance assessments should account for the largest percentage of a student's grade as they are a clear indicator of student understanding of the outcomes.

"When students are given or create tasks that are meaningful, non-contrived and consequential, they are more likely to take them seriously and be engaged by them" (Schlechty 1997).

**Performance assessment is:**

### **Contextualized**

Students are provided with a meaningful context for real language use. Tasks are organized around one theme, which helps to ground the students in the context. The students know what task they are to complete and with whom they are to interact.

### **Authentic**

Tasks are designed to present students with a real communicative purpose for a real audience.

### **Task-based**

Students must follow a well-defined process to create and/or present a product in a way to elicit specific use of the second language.

### **Learner-centred**

Tasks are realistic for students learning the second language in terms of age, cultural background and level of cognitive and linguistic maturity. Students are expected to create and/or present products based on their actual circumstances, backgrounds and interests.

Performance assessments help students understand their development of communicative competence. Such assessments make it easy for students to see how they progress in their abilities to use the language effectively. Performance assessment instruments need to be flexible enough to be appropriate for every student in a classroom, allowing each student to demonstrate personal meaning.

---

Performance assessment is Contextualized, Authentic, Task-based, Learner-centred: Adapted with permission from the Center for Advanced Research on Language Acquisition, University of Minnesota, *Developing Speaking and Writing Tasks for Second Language Assessment (The Minnesota Language Proficiency Assessments [MLPA]: A MLPA Miniguide for Assessment Development)* (Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, n.d.), p. 3.

A description of the performance assessment task and the evaluation tool (e.g., rubric, checklist) should be provided to students at the beginning of a unit of instruction to guide and focus student learning.

Teachers can visit the Alberta Assessment Consortium Web site at <http://www.aac.ab.ca> for further guidance in developing and using performance assessments.

## Assessment and Evaluation Resources

### Alberta Assessment Consortium (AAC)

The Alberta Assessment Consortium (AAC) develops assessment resources that are available to teachers.

Teachers can visit the AAC Web site at <http://www.aac.ab.ca> to find:

- current information about classroom assessment and evaluation
- professional resources available for download or purchase
- professional development opportunities
- sample performance tasks and rubrics.

### School Jurisdiction Curriculum and Assessment Consultants

Several school jurisdictions in Alberta have assessment specialists who can assist classroom teachers with the assessment and evaluation of student learning.





# Chapter 8

## Course Level Samples

### Chapter Summary

Introduction

Integrate for Efficiency and Motivation

Reading the Course Level Samples

Course Level Samples for 10-3Y, 20-3Y, 30-3Y

- Applications
- Language Competence
- Global Citizenship
- Strategies

### Introduction

The course level samples section provides sample teaching and learning activities with corresponding assessment strategies for each specific outcome in the German Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies. The prescribed general and specific outcomes for each level appear in the same order as in the program of studies.

The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning.

## Integrate for Efficiency and Motivation

In the time allotted for each level of the program, it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all four program components: Applications, Language Competence, Global Citizenship and Strategies. Such integration, coupled with a strong focus on Applications, motivates students to become active partners in learning and to take personal responsibility for their own learning.

## Reading the Course Level Samples

The component label, general outcome, cluster heading, course label, strand and specific outcome are presented first.

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> A-1 to receive and impart information	<b>10-3Y</b>
<b>Strand</b>	A-1.1 share factual information		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand and respond to simple questions		

Samples of teaching and learning activities follow to help illustrate the intent of the specific outcome.

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Daily Routine

At the beginning of every class, toss a bean bag to a student and ask a simple question; e.g., *Wie geht's?* (How are you?) or *Wie heißt du?* (What's your name?). Once the student has responded, have him or her toss the bean bag to another student, asking a different simple question. Have the students continue with the exchange for three to four minutes.

Suggestions for assessment follow the sample teaching and learning activities and appear under the heading Sample Assessment Strategies.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- understand and respond to simple questions?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the question and answer bean bag toss. Use the checklist to assess if students are able to understand and respond to simple questions (see sample blackline master in Appendix D: Observation Checklist).







## Course Level Samples for 10-3Y

Applications.....	150
Language Competence .....	178
Global Citizenship .....	203
Strategies.....	225

### 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 the program of studies.

<p style="text-align: center;"><b>Applications</b></p>  <p>Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b>.</p> <p>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</p>	<p style="text-align: center;"><b>Language Competence</b></p>  <p>Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.</p> <p>LC-1 interpret and produce oral texts            LC-2 interpret and produce written texts, graphics and images            LC-3 attend to form            LC-4 apply knowledge of how discourse is organized, structured and sequenced in German            LC-5 apply knowledge of the sociocultural context</p>
<p style="text-align: center;"><b>Global Citizenship</b></p>  <p>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the German-speaking world.</p> <p>GC-1 historical and contemporary elements of the cultures of German-speaking peoples            GC-2 affirming and valuing diversity            GC-3 personal and career opportunities</p>	<p style="text-align: center;"><b>Strategies</b></p>  <p>Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.</p> <p>S-1 language learning            S-2 language use            S-3 general learning</p>

## Applications

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–1</b> to receive and impart information	<b>10-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–1.1 share factual information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand and respond to simple questions

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Daily Routine

At the beginning of every class, toss a bean bag to a student and ask a simple question; e.g., *Wie geht's?* (How are you?) or *Wie heißt du?* (What's your name?). Once the student has responded, have him or her toss the bean bag to another student, asking a different simple question. Have the students continue with the exchange for three to four minutes.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- understand and respond to simple questions?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the question and answer bean bag toss. Use the checklist to assess if students are able to understand and respond to simple questions (see sample blackline master in Appendix D: Observation Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-1</b> to receive and impart information	<b>10-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A-1.1 share factual information
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. identify people, places and specific things

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Let's Make a Poster

Have the students design posters of people, places or things using magazine pictures or their own drawings. Ask the students to present their posters in the form of a trade show. Half the class displays their posters around the classroom while the remaining students rotate from one poster to the next. Students orally present their posters to classmates as they visit each station. Indicate when students should switch to the next presenter by ringing a bell. After the students have visited several stations, have them switch roles and the other half of the class presents their posters to classmates.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- identify people, places and specific things?

#### Anecdotal Notes

Observe students as they present their posters. Note and record how well they are able to identify people, places and things (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–1</b> to receive and impart information	<b>10-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–1.1 share factual information
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. ask for and provide basic information

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Interview

Invite the students to conduct simple interviews in pairs using simple questions; e.g., *Wie heißt du?* (What’s your name?), *Was ist deine Telefonnummer?* (What’s your telephone number?), *Was ist deine Adresse?* (What’s your address?) Students may choose to play the part of an imaginary or famous person.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- ask for and provide basic information?

#### Informal Observation

Observe students as they participate in the interviews. Make mental notes of the extent to which students are able to ask for and provide basic information. Offer feedback, encouragement and praise as needed.



<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–2</b> to express emotions and personal perspectives	<b>10-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–2.1 share ideas, thoughts, opinions, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express a personal response and simple preferences

### SAMPLE TEACHING AND LEARNING ACTIVITIES

***Ich mag das.* (I like that.) / *Ich mag das nicht.* (I don't like that.)**

Using pictures from magazines that depict a variety of activities, ask the students which people, places or things they like or don't like. Use the expression: *Magst du \_\_\_\_\_?* (Do you like \_\_\_\_\_?)  
*Magst du \_\_\_\_\_ nicht?* (Do you not like \_\_\_\_\_?) Introduce intensifiers such as *sehr viel* (very, very much) and *sehr* (a lot).

As an extension, have the students draw two or three of their own favourite people, places or things and then, working in pairs or small groups, ask each other the question, *Magst du \_\_\_\_\_?* (Do you like \_\_\_\_\_?)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- express a personal response and simple preferences?

#### Rating Scale

Create an outcome-based rating scale it and share with the students before they answer questions about their preferences. Use the rating scale to assess how well students are able to express a personal response and simple preferences (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–2</b> to express emotions and personal perspectives	<b>10-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–2.1 share ideas, thoughts, opinions, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. ask about and identify favourite people, places, things and activities

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Favourite Activities and Interests Survey

As a class, brainstorm activities in which students participate outside of school. Have the students form small groups and conduct surveys of their favourite activities and interests, using sentence frames. For example:

- *Was ist dein Lieblingsvideo [-gericht, -sport]?* (What is your favourite video [meal, sport]?)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- ask about and identify favourite people, places, things and activities?

#### Anecdotal Notes

Observe students as they conduct surveys. Note and record how well they are able to ask about and identify favourite people, places, things and activities (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–2</b> to express emotions and personal perspectives	<b>10-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–2.2 share emotions, feelings
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use expressions for a variety of emotions and feelings; e.g., ask and respond to questions about well-being ( <i>Wie geht's?</i> )

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Collages

Have the students prepare collages to demonstrate their emotions and feelings. Discuss with the students the vocabulary in German associated with identifying emotions and feelings. The collages are then presented orally. The activity may be further extended by having the students write simple sentences to explain their collages.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify and use expressions for a variety of emotions and feelings; e.g., ask and respond to questions about well-being: (*Wie geht's?*)

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they create and present their collages. Use the checklist to assess if students are able to change to identify and use expressions for a variety of emotions and feelings; e.g., ask and respond to questions about well-being: (*Wie geht's?*) (see sample blackline master in Appendix D: Observation Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.1 guide actions of others
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. ask for permission, and make a variety of simple requests

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Around the School Game

Invite the students to play a game entitled “Around the School.” In preparation, place labels with the names of places in the school around the room; e.g., *Toilette*, *Sekretariat*, *Bibliothek* (washroom, office, library). Have the students then randomly select a card that directs them to a particular place. Have them ask you for permission to go to that location. If permission is asked correctly, they proceed to that location. For example:

- *Darf ich zur Toilette gehen?* (May I go to the washroom?)
- *Darf ich zur Bibliothek gehen?* (May I go to the library?)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- ask for permission, and make a variety of simple requests?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they ask for permission. Use the checklist to assess if students are able to ask for permission, and make a variety of simple requests (see sample blackline master in Appendix D: Observation Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>10-3Y</b>
<b>Strand</b>	A–3.1 guide actions of others		
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. give and respond to simple oral instructions or commands		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Simon Says

Involve the students in a game of “Simon Says” or “*Simon sagt*” using simple commands. Review classroom commands with the students, such as open the door, turn on the light, open the window, pass the paper, and line up. Call out commands and have the students act out accordingly. Once students are familiar with the commands, they may act as “Simon” and give commands to their classmates. Sample commands include:

- *Steht auf!* (Stand up.)
- *Setzt euch hin!* (Sit down.)
- *Macht ein Buch auf!* (Open a book.)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- give and respond to simple oral instructions or commands?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the game of “Simon Says.” Students use the checklist to determine if they are able to give and respond to simple oral instructions or commands (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-3</b> to get things done	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-3.1 guide actions of others
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. suggest a course of action

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Simple Tasks

Compile a list of simple tasks; e.g., identify the best way to get to the library. Have the students work in pairs to select a task and suggest a course of action. Students must offer one suggestion each per task.

For example:

- *Du gehst 20m und dann rechts. Du gehst geradeaus, durch die Tür, und da ist die Bibliothek.* (Walk 20 metres and turn right. Continue straight, pass through the doors, and there is the library.)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- suggest a course of action?

#### Learning Log

Have the students reflect on their learning and how well they were able to suggest a course of action.

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.2 state personal actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express a wish or desire to do something

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Miming

Introduce the verb *mögen* (to like) and explain how *möchten* is used to express a wish or desire to do something; e.g., *Ich möchte Fußball spielen.* (I would like to play soccer). Have the students ask each other what they would like and what would they like to do and mime their answers. For example, *Was möchtest du machen?* (What would you like to do?) Student mimes sleeping. *Ahh, du möchtest schlafen!* (Ahh, you'd like to sleep!)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- express a wish or desire to do something?

#### Anecdotal Notes

Observe students as they interview one another regarding what they would like to do. Note and record how well they are able to express a wish or desire to do something (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.2 state personal actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. express ability or inability to do something

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Bingo**

Prepare a four-by-four or five-by-five grid with each space on the grid containing a picture of a sport or activity; e.g., playing piano, knitting, ballroom dancing. Have the students circulate through the class and ask one another if they can perform the activity; e.g., *Kannst du Klavier spielen?* (Can you play the piano?). If a student replies affirmatively, e.g., *Ja, ich kann Klavier spielen.* (Yes, I can play piano.), the interviewer writes the name of that student in the corresponding box on the grid. Have the students circulate until all activities have a different name.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- express ability or inability to do something?

#### **Observation Checklist**

Create an outcome-based checklist and share it with the students before they survey one another. Use the checklist to assess if students are able to express ability or inability to do something (see sample blackline master in Appendix D: Observation Checklist).



<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.2 state personal actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. state personal actions in the present

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### A Typical Day

Have the students create simple electronic slide shows of a typical day in lives. Each photograph or image in the slide show should be accompanied by two to three oral or written sentences of description. Have the students present their slide shows to one another.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- state personal actions in the present?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they create their slide shows. Students use the checklist to determine if their peers are able to state personal actions in the present (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-3</b> to get things done	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-3.3 manage group actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express and manage turn taking

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Fun and Games

Invite the students to play board games or card games related to the theme of study (e.g., colours, numbers) and use German to manage turn taking; e.g.,

- *Wer ist dran?* (Whose turn is it?)
- *Du bist dran.* (It is your turn.)
- *Ich bin dran.* (It is my turn.)
- *Hurra!* (Hooray!)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- express and manage turn taking?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the games. Students use the checklist to determine if they are able to express and manage turn taking (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.3 manage group actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. encourage other group members to act appropriately

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### What Is Appropriate?

Write several expressions on the board, such as:

- *Gut gemacht!* (Good work!)
- *Ruhe bitte!* (Quiet please!)
- *Fantastisch!* (Fantastic!)
- *Sehr gut!* (Good!)
- *Ausgezeichnet!* (Outstanding!)
- *Wunderbar!* (Marvellous!).

Show pictures or photographs of students involved in group work. Ask the students to match each expression with a picture—first as a group, and then when called individually.

Encourage students to use these expressions during group and partner activities.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- encourage other group members to act appropriately?

#### Learning Log

Have the students reflect on their learning and how well they were able to encourage other group members to act appropriately.

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.3 manage group actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. ask for help or clarification of what is being said or done

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Wie bitte? (Pardon Me?)**

Present the students with vocabulary used to ask for help or for clarification of what is being said or done; e.g., *Kannst du mir helfen?* (Can you help me?), *Wie bitte?* (Pardon me?), *Kannst du das wiederholen, bitte?* (Can you repeat that, please?). Dictate a short text for the students to write. Have the students ask for clarification if they did not know or understand what you are saying.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
– ask for help or clarification of what is being said or done?

#### **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with the students before they begin the dictation exercise. Students use the checklist to determine if they are able to ask for help or clarification of what is being said or done (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-4</b> to form, maintain and change interpersonal relationships	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-4.1 manage personal relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. exchange greetings and farewells

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Let's Say Hello!

Present a variety of greetings and farewells; e.g., *Guten Tag, Grüß Gott, Guten Morgen* (Good morning/good day, hello, good morning). Invite the students to role-play how to exchange greetings and farewells in pairs. Encourage the students to use German to say hello and good-bye to friends outside of the classroom.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- exchange greetings and farewells?

#### Rubric

Collaboratively create an outcome-based rubric with the students before they role-play greetings and farewells. Use the rubric to evaluate how well students are able to exchange greetings and farewells (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-4</b> to form, maintain and change interpersonal relationships	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-4.1 manage personal relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. address a new acquaintance, and introduce themselves

### SAMPLE TEACHING AND LEARNING ACTIVITIES

**Greeting Another Class**

Teach the students how to greet a new acquaintance and introduce themselves. Arrange to pair up with another German class in the school. When the students meet, they greet each other and introduce themselves. Once everyone has done so, have the students pair up and introduce their partners to the class.

### SAMPLE ASSESSMENT STRATEGIES

**Focus for Assessment**

- Do the students:
- address a new acquaintance, and introduce themselves?

**Anecdotal Notes**

Observe students as they participate interact with the other class. Note and record how well they are able to address a new acquaintance, and introduce themselves (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–4</b> to form, maintain and change interpersonal relationships	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–4.1 manage personal relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. exchange some basic personal information

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Getting to Know Someone

Have the students prepare simple skits or dialogues that include greetings, basic information (e.g., age, name) and closing expressions. Provide the students with sample dialogues that they can modify to prepare their own dialogues that demonstrate getting to know someone new. Invite the students to present their skits to the class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- exchange some basic personal information?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they prepare simple skits or dialogues. Use the rating scale to assess how well students are able to exchange some basic personal information (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-5</b> to extend their knowledge of the world	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-5.1 discover and explore
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. ask questions to gain knowledge and clarify understanding, and seek information

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Props

Present the students with phrases used to clarify understanding and seek information; e.g., *Wie sagt man \_\_\_\_\_ auf Deutsch?* (How do you say \_\_\_\_\_ in German?) or *Was ist das auf English?* (What is that in English?). Divide the students into groups of three to five, and provide each group with props belonging to a certain theme. Have the groups ask questions of one another to figure out the names of their props.

**Extension Activity:** Have the students use the same props to spark descriptive sentences; e.g., *Das neue Deutschbuch ist schwer.* (The new German book is heavy.)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- ask questions to gain knowledge and clarify understanding, and seek information?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they ask one another questions regarding their props. Use the checklist to assess if students are able to ask questions to gain knowledge and clarify understanding, and seek information (see sample blackline master in Appendix D: Observation Checklist).



<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-5</b> to extend their knowledge of the world	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-5.1 discover and explore
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. investigate the immediate environment

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### I Spy

Have the students play the game “*Ich sehe was, was du nicht siehst.*” (“I Spy.”), in which a student describes an object in the classroom and the others try to identify the object being described.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- investigate the immediate environment?

#### Anecdotal Notes

Observe students as they play “I Spy.” Note and record how well they are able to investigate the immediate environment (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-5</b> to extend their knowledge of the world	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-5.2 gather and organize information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. gather, organize, categorize and record simple information using a variety of resources; e.g., print, audio, visual, multimedia, human

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Vocabulary

Divide the students into small groups and provide each group with an extensive list of German vocabulary words. Instruct the groups to collaborate and devise a good way of organizing the vocabulary so that it is easy to learn and remember. Provide the students with examples; e.g., masculine, feminine or neutral words. Also encourage students to explore various ways of recording the words; e.g., with a visual attached, an audio recording of the word’s pronunciation. Once completed, have the groups share their strategies for organizing the words.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- gather, organize, categorize and record simple information using a variety of resources; e.g., print, audio, visual, multimedia, human?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they organize their vocabulary lists into groups. Use the checklist to assess if students are able to gather, organize, categorize and record simple information using a variety of resources; e.g., print, audio, visual, multimedia, human (see sample blackline master in Appendix D: Observation Checklist)

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–5</b> to extend their knowledge of the world	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–5.3 explore opinions and values
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. respond to the preferences, opinions, ideas and products of others

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Opinions

Pose an opinion question to the students; e.g., *Welche Eishockeymannschaft ist besser, die Oilers oder die Flames?* (Which team is better, the Oilers or the Flames?). As students voice their opinions, encourage respectful responses; e.g., *Ich bin auch dieser Meinung.* (That’s my opinion too.). Collect a list of responses on the board. Pose another opinion question, and as students voice their opinions, have other students respond using phrases from the list on the board.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- respond to the preferences, opinions, ideas and products of others?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they respond to the opinion question. Students use the checklist to determine if they are able to respond to the preferences, opinions, ideas and products of others (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-5</b> to extend their knowledge of the world	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-5.3 explore opinions and values
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. recognize differences of opinion

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Opinion Reflection

After an activity in which students are asked to express opinions and respond to the opinions of others, ask the students to examine the differences in opinion. Have the students organize the different opinions into groups; e.g., believe the Flames are better than the Oilers, believe the Oilers are better than the Flames and believe neither are as good as another team.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- recognize differences of opinion?

#### Informal Observation

Observe students as they reflect on the different opinions expressed. Make mental notes of the extent to which students are able to recognize differences of opinion. Offer feedback, encouragement and praise as needed.

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-5</b> to extend their knowledge of the world	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-5.3 explore opinions and values
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. make connections between behaviour and values

### SAMPLE TEACHING AND LEARNING ACTIVITIES

**Values and Behaviour**

Present the students with an example of a value; e.g., patriotism. Brainstorm the variety of actions a person or a society can perform to demonstrate patriotism; e.g., wearing a flag on one’s backpack. Explore a variety of values (personal, cultural, societal, etc.) and elicit examples of behaviours that are connected with them.

### SAMPLE ASSESSMENT STRATEGIES

**Focus for Assessment**

Do the students:  
 – make connections between behaviour and values?

**Learning Log**

Have the students reflect on their learning and how well they were able to make connections between behaviours and values. For example:

- I learned that ...
- This is similar to ...

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-5</b> to extend their knowledge of the world	<b>10-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-5.4 solve problems
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize a problem, and choose between given alternative solutions

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Solutions

Brainstorm with the students scenarios of simple school problems; e.g., insufficient time between classes, poor selection of vending machine foods. Then, lead a brainstorming session in German of possible solutions. Record solutions on the board. Divide the students into small groups and assign a solution to each group. Have each group examine its solution and record possible pros and cons on chart paper. Display student responses and lead a discussion on which solution would be the best one to choose.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize a problem, and choose between alternative solutions?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they discuss possible solutions to a problem. Use the checklist to assess if students are able to choose between alternative solutions (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–6</b> for imaginative purposes and personal enjoyment	<b>10-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–6.1 humour/fun
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use German for fun; e.g., rhymes, songs, games, poems, riddles

### SAMPLE TEACHING AND LEARNING ACTIVITIES

**Tongue Twisters**  
 Provide the students with tongue twisters in German. After they have had time to practise the tongue twisters in pairs or in groups, ask the students to present the twisters to the class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
 – use German for fun; e.g., rhymes, songs, games, poems, riddles?

**Checklist and Comments**  
 Create an outcome-based checklist and share it with the students before they take turns saying tongue twisters. Use the checklist to assess if students are able to use German for fun (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–6</b> for imaginative purposes and personal enjoyment	<b>10-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–6.2 creative/aesthetic purposes
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use German creatively; e.g., comic strip captions, concrete and/or acrostic poetry, stories

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Create a Poem Using Your Name

Invite the students to compose a poem based on their own names or a German name. Explain that each line should be a word or phrase describing a favourite activity or personal quality and should include a letter from the name. For example, using the name *Hans*:

- hilfsbereit*      (helpful)
- athletisch*      (athletic)
- nett*              (nice)
- stark*             (strong)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use German creatively; e.g., comic strip captions, concrete and/or acrostic poetry, stories?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they create their poems. Students use the checklist to determine if their peers are able to use German creatively (see sample blackline master in Appendix D: Peer-assessment Checklist).



<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–6</b> for imaginative purposes and personal enjoyment	<b>10-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–6.3 personal enjoyment
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use German for personal enjoyment; e.g., make a collection of pictures, listen to songs

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Game Time

Teach the students to play common board games, such as Bingo or Snakes and Ladders, or memory games related to the theme of study in German. Have them form small groups and play the games, using proper vocabulary for taking turns and rolling dice. Assure that relevant vocabulary is posted and available for student reference to optimize the use of German during game-playing activities.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use German for personal enjoyment; e.g., make a collection of pictures, listen to songs?

#### Anecdotal Notes

Observe students as they play the games. Note and record how well they are able to use German for personal enjoyment (see sample blackline master in Appendix D: Anecdotal Notes).

## Language Competence

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-1</b> interpret and produce oral texts	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-1.1 aural interpretation
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand the main points of short oral texts on familiar topics, in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Listen and Guess

Post pictures of people around the classroom and number each picture. Describe each person and ask the students to guess which person corresponds to the description. This same activity can be done with food, vegetables or seasons.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- understand the main points of short oral texts on familiar topics, in guided situations?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they listen to the descriptions. Use the checklist to assess if students are able to understand the main points of short oral texts on familiar topics, in guided situations (see sample blackline master in Appendix D: Observation Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-1</b> interpret and produce oral texts	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-1.2 oral production
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce short, simple oral texts, using familiar structures, in a variety of guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Thematic Collage

Ask the students to cut out pictures from magazines and prepare collages related to the theme of study. Working in small groups, students then take turns describing, in German, one of the pictures in the collage. The other group members must try to guess which picture is being described.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- produce short, simple oral texts, using familiar structures, in a variety of guided situations?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they describe their collages. Use the rating scale to assess how well students are able to produce short, simple oral texts, using familiar structures, in a variety of guided situations (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-1</b> interpret and produce oral texts	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-1.3 interactive fluency
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. interact, using a combination of words, phrases and simple sentences, in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Role-plays

Divide the class into two teams and ask for a volunteer from each team to come to the front of the class. Provide the two students with a scenario; e.g., setting the dinner table, ordering in a coffee shop. The two students have to work together to improvise a skit by taking turns saying simple sentences. Provide guidance as needed. The skit ends when a student cannot think of a follow-up sentence and the next two students step up.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- interact, using a combination of words, phrases and simple sentences, in guided situations?

#### Anecdotal Notes

Observe students as they interact in the skits. Note and record how well they are able to interact, using a combination of words, phrases and simple sentences, in guided situations (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce written texts, graphics and images	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC–2.1 written interpretation
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand the main points of short written texts on familiar topics, in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Jigsaw

Locate or prepare a short, simple text. Divide the text into three or four sections, making each section about three or four sentences in length. Have the students form groups of three or four. Give each member of the group the same section of the text. Have the students read their section of the text together and discuss. Next, they form new groups in which each member of the group has a different part of the text. Ask the students to then read the text sections together, put them into the correct order and then present the main ideas of the text in an illustration, or oral summary or a written summary.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- understand the main points of short written texts on familiar topics, in guided situations?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they work together to reassemble the text. Students use the checklist to determine if they are able to understand the main points of short written texts on familiar topics, in guided situations (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce written texts, graphics and images	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC–2.2 written production
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce short, simple written texts, using familiar structures, in a variety of guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Picture Book

Have the students create thematic picture books for younger students using simple German words from the lexical fields studied, such as school, community and family and friends. Groups of students can combine their picture books into anthologies on a particular theme.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- produce short, simple written texts, using familiar structures, in a variety of guided situations?

#### Conferences

Meet with the students and have them present their picture books. Together, the teacher and student discuss how well the assignment’s objective was met and set goals for future learning.

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce written texts, graphics and images	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC–2.3 viewing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. derive meaning from a variety of visuals and other forms of nonverbal communication, in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Creating a Story

Provide the students with pictures that accompany a simple story. Allow the students to create their own simple stories, individually or in groups, based on the pictures provided. Provide the students with a story map to help them organize their ideas. After they have completed their own versions of the story, read them the actual story that accompanies the pictures.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- derive meaning from a variety of visuals and other forms of nonverbal communication, in guided situations?

#### Informal Observation

Observe students as they create their own stories based on the pictures. Make mental notes of the extent to which students are able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce written texts, graphics and images	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC–2.4 representing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express meaning, using a variety of visuals and other forms of nonverbal communication, in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### A Picture Story

Have the students create a picture or a sequence of pictures that tell a simple story. Ask the students to focus on how the picture tells the story; e.g., conveys mood, depicts the plot. Have them orally present their story in the correct sequence to the teacher or to a small group.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- express meaning, using a variety of visuals and other forms of nonverbal communication, in guided situations?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they create their pictures. Use the rating scale to assess how well students are able to express meaning, using a variety of visuals and other forms of nonverbal communication, in guided situations (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).



<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.1 phonology
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. distinguish all the sounds of German

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Recognize the Word

Prepare pairs of words that sound similar and give the list to the students. Read one word from each pair to the class, and have the students circle the word they hear on a word list; e.g.,

- wo – froh* (where – happy)
- wer – der* (who – the)
- wir – Tier* (us – animal).

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- distinguish all the sounds of German?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they receive the word list. Use the checklist to assess if students are able to distinguish all the sounds of (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.1 phonology
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. pronounce learned words and phrases comprehensibly

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Let's Record It!

Encourage the students to play back their recordings and decide if their reading is easy to understand. Divide the students into small groups. Have each group make an audio recording of a simple playscript or story. The recordings are then played to the rest of the class, as pictures representing the story line are displayed.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- pronounce learned words and phrases comprehensibly?

#### Long-term Goal Setting

Listen to the recordings with the students. Make some suggestions about the students' pronunciation of common words and phrases. Set goals together (see sample blackline master in Appendix D: Long-term Goal Setting).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.1 phonology
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. recognize and imitate intonation to express meaning

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Skits

Provide the students with a list of basic statements, questions and exclamations, and model the appropriate intonation for each. Ask the students to prepare short skits using the appropriate intonation of the expressions on the list; e.g., *Das ist ein Tiger.* vs. *Das ist ein Tiger?* vs. *Das ist ein Tiger!* (That’s a tiger. vs. That’s a tiger? vs. That’s a tiger!). If possible, bring in recordings of authentic German conversations for the students to imitate.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize and imitate intonation to express meaning?

#### Anecdotal Notes

Observe students as they practise intonation. Note and record how well they are able to recognize and imitate intonation to express meaning (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.2 orthography
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize and use some basic spelling patterns, and recognize and use capitalization

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Capitalization Rules

Have the students compare capitalization rules for English, French and German, e.g., months, days of the week, nationalities, titles, using reference texts and the Internet to find examples.

**Caution:** Students should be monitored when they use the Internet.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize and use some basic spelling patterns, and recognize and use capitalization?

#### Learning Log

Have the students reflect on their learning and how well they were able to recognize basic capitalization and rules in German.

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC–3</b> attend to form	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC–3.3 lexicon			
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 33%;"> <p><b>Personal Domain:</b></p> <ul style="list-style-type: none"> <li>– personal identity</li> <li>– relationships</li> <li>– pets, animals</li> <li>– the home</li> <li>– daily routines</li> <li>– future plans</li> </ul> <p><b>Leisure and Recreation:</b></p> <ul style="list-style-type: none"> <li>– hobbies</li> <li>– interests</li> <li>– sports and exercise</li> <li>– entertainment</li> <li>– travel and vacation</li> <li>– transportation</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <p><b>Education:</b></p> <ul style="list-style-type: none"> <li>– subjects and timetables</li> <li>– school facilities</li> <li>– classroom routines</li> <li>– school systems</li> </ul> <p><b>Food:</b></p> <ul style="list-style-type: none"> <li>– meals</li> <li>– restaurants</li> <li>– shopping</li> <li>– nutrition</li> </ul> <p><b>Popular Culture:</b></p> <ul style="list-style-type: none"> <li>– music</li> <li>– mass media</li> <li>– fashion</li> <li>– advertising</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <p><b>Landeskunde:</b></p> <ul style="list-style-type: none"> <li>– geography/topography</li> <li>– climate, weather, seasons</li> <li>– European context</li> <li>– contemporary life and issues</li> <li>– German civilization</li> <li>– literature and folklore</li> </ul> <p><b>Health and Body:</b></p> <ul style="list-style-type: none"> <li>– body parts</li> <li>– illness and injury</li> <li>– clothing</li> </ul> <p><b>Other Areas:</b></p> <ul style="list-style-type: none"> <li>– any other lexical fields that meet the needs and interests of students</li> </ul> </td> </tr> </table>	<p><b>Personal Domain:</b></p> <ul style="list-style-type: none"> <li>– personal identity</li> <li>– relationships</li> <li>– pets, animals</li> <li>– the home</li> <li>– daily routines</li> <li>– future plans</li> </ul> <p><b>Leisure and Recreation:</b></p> <ul style="list-style-type: none"> <li>– hobbies</li> <li>– interests</li> <li>– sports and exercise</li> <li>– entertainment</li> <li>– travel and vacation</li> <li>– transportation</li> </ul>	<p><b>Education:</b></p> <ul style="list-style-type: none"> <li>– subjects and timetables</li> <li>– school facilities</li> <li>– classroom routines</li> <li>– school systems</li> </ul> <p><b>Food:</b></p> <ul style="list-style-type: none"> <li>– meals</li> <li>– restaurants</li> <li>– shopping</li> <li>– nutrition</li> </ul> <p><b>Popular Culture:</b></p> <ul style="list-style-type: none"> <li>– music</li> <li>– mass media</li> <li>– fashion</li> <li>– advertising</li> </ul>	<p><b>Landeskunde:</b></p> <ul style="list-style-type: none"> <li>– geography/topography</li> <li>– climate, weather, seasons</li> <li>– European context</li> <li>– contemporary life and issues</li> <li>– German civilization</li> <li>– literature and folklore</li> </ul> <p><b>Health and Body:</b></p> <ul style="list-style-type: none"> <li>– body parts</li> <li>– illness and injury</li> <li>– clothing</li> </ul> <p><b>Other Areas:</b></p> <ul style="list-style-type: none"> <li>– any other lexical fields that meet the needs and interests of students</li> </ul>
<p><b>Personal Domain:</b></p> <ul style="list-style-type: none"> <li>– personal identity</li> <li>– relationships</li> <li>– pets, animals</li> <li>– the home</li> <li>– daily routines</li> <li>– future plans</li> </ul> <p><b>Leisure and Recreation:</b></p> <ul style="list-style-type: none"> <li>– hobbies</li> <li>– interests</li> <li>– sports and exercise</li> <li>– entertainment</li> <li>– travel and vacation</li> <li>– transportation</li> </ul>	<p><b>Education:</b></p> <ul style="list-style-type: none"> <li>– subjects and timetables</li> <li>– school facilities</li> <li>– classroom routines</li> <li>– school systems</li> </ul> <p><b>Food:</b></p> <ul style="list-style-type: none"> <li>– meals</li> <li>– restaurants</li> <li>– shopping</li> <li>– nutrition</li> </ul> <p><b>Popular Culture:</b></p> <ul style="list-style-type: none"> <li>– music</li> <li>– mass media</li> <li>– fashion</li> <li>– advertising</li> </ul>	<p><b>Landeskunde:</b></p> <ul style="list-style-type: none"> <li>– geography/topography</li> <li>– climate, weather, seasons</li> <li>– European context</li> <li>– contemporary life and issues</li> <li>– German civilization</li> <li>– literature and folklore</li> </ul> <p><b>Health and Body:</b></p> <ul style="list-style-type: none"> <li>– body parts</li> <li>– illness and injury</li> <li>– clothing</li> </ul> <p><b>Other Areas:</b></p> <ul style="list-style-type: none"> <li>– any other lexical fields that meet the needs and interests of students</li> </ul>		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Pictorial Crossword Puzzles

Divide the students into small groups and have each group construct a crossword puzzle using the words from a certain lexical field. If clues for a word are too difficult for students to write, have them use pictures or drawings instead. Once all puzzles are complete, make photocopies and distribute them to the students. Encourage the students to use them to review and learn vocabulary.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

### Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they create crossword puzzles. Students use the checklist to determine if they are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. recognize and use, in modelled situations,* the following grammatical elements:</p> <ul style="list-style-type: none"> <li>– modal verbs in present tense (e.g., <i>kann, darf</i>) and placement of infinitive (e.g., <i>Ich möchte Wasser trinken.</i>)</li> <li>– imperative mood (all forms)</li> <li>– sentence structure: time/manner/place</li> <li>– subordinate clauses beginning with <i>weil, dass</i></li> <li>– prepositions with accusative and dative</li> <li>– position of adverbs of preference (e.g., <i>gern</i>)</li> <li>– structure of compound sentences</li> </ul>

★ 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.

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Short Story

Present the students with a simple question in the second person singular; e.g., *Weißt du, warum ich Fußball spiele?* (Do you know why I play soccer?). Present examples of subordinate clauses beginning with *weil* (because). Have students create four to five illustrations giving four to five different answers to the question; e.g., *Weil Fußball Spaß macht.* (Because soccer is fun.). Compile students' responses into a small book.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize and use, in modelled situations, the [given] grammatical elements?

#### Learning Log

Have the students reflect on their learning and on how well they were able to recognize and use, in modelled situations, subordinate clauses beginning with *weil, dass*; e.g.,

- This reminds me of ...
- I learned ...
- I would like to learn how to ...

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>b. use, in structured situations, ★ the following grammatical elements:</p> <ul style="list-style-type: none"> <li>– compound nouns</li> <li>– perfect tense (limited selection of verbs)</li> <li>– separable verbs</li> <li>– articles with familiar nouns in nominative and accusative</li> <li>– possessive pronouns in nominative and accusative</li> <li>– negation (<i>nicht/kein</i>)</li> <li>– comparative form of adjectives (e.g., <i>kleiner als</i>)</li> <li>– formal address (<i>Sie</i>)</li> <li>– sentence structure: inversion following expressions of time and/or place (e.g., <i>Heute gehe ich ...</i>)</li> </ul>

★ 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.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Comparisons

Using a software tool, have the students prepare a visual presentation comparing different things. The images in the presentation should each contain a comparison between two or three images. Students can choose random objects or objects within a theme; e.g., classroom objects. Have the students share their presentations with one another.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use, in structured situations, the [given] grammatical elements?

### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they prepare their presentations. Students use the checklist to determine if their peers are able to use, in structured situations, comparative forms of adjectives (e.g., *kleiner als*) (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>c. use, independently and consistently, * the following grammatical elements:</p> <ul style="list-style-type: none"> <li>– gender and plural of familiar nouns</li> <li>– noun and verb agreement with familiar words</li> <li>– present tense</li> <li>– personal pronouns in nominative</li> <li>– structure of simple declarative sentences (e.g., <i>Julian kauft eine Mütze. Gabi wohnt hier.</i>)</li> <li>– yes/no questions (e.g., <i>Hast du eine Katze?</i>)</li> <li>– simple questions using <i>wer, wie, was, wo</i></li> <li>– coordinating conjunctions (<i>und, oder, aber</i>)</li> </ul>

★ Independently and consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Question and Answer

Divide the students into small groups and provide each group with an object; e.g., a stuffed animal. Instruct each group to come up with multiple questions regarding the object; for example, *Wer hat ein Kuscheltier?* (Who has a cuddly toy?) *Wie heißt dieses Kuscheltier?* (What’s this toy’s name?). Have the groups record their questions and then exchange the object and questions with another group. Groups then answer the questions given to them.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use, independently and consistently, the [given] grammatical elements?

### Rating Scale

Create an outcome-based rating scale and share it with the students before they create and answer simple questions. Use the rating scale to assess how well students are able to use, independently and consistently, simple questions using *wer, wie, was, wo* (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3.)



<b>Language Competence</b>	<p><b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.</p>	<p><b>Cluster Heading</b> <b>LC-4</b> apply knowledge of how discourse is organized, structured and sequenced in German</p>	<b>10-3Y</b>
<b>Strand</b>	LC-4.1 text forms		
<b>Specific Outcome</b>	<p><i>Students will be able to:</i> a. identify and use a limited variety of oral and print text forms</p>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Text Forms

Provide the students with various examples of oral and print text forms; e.g., a radio review of a movie, a written invitation to a party. Discuss with the students the differences between the text forms and have them highlight the strengths of the various text forms. Divide the students into small groups and assign each group a simple task; e.g., explain the offside rule in soccer, explain how to make French toast. Ask the students which text form(s) would be best suited for the task and why.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify and use a limited variety of oral and print text forms?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they discuss and create various text forms. Students use the checklist to determine if their peers are able to identify and use a limited variety of oral and print text forms (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Language Competence</b>	<p><b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.</p>	<p><b>Cluster Heading</b> <b>LC-4</b> apply knowledge of how discourse is organized, structured and sequenced in German</p>	<b>10-3Y</b>
<b>Strand</b>	LC-4.2 patterns of social interaction		
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. initiate interactions and respond using simple interaction patterns; e.g., greeting–response, question–answer</p>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Sort the Answers

Create a cut-and-paste sheet of questions with appropriate answers based on basic social interactions. Have the students work in pairs to sort the responses. For example, *Wie geht es dir?* (How are you?) would match with *Es geht mir gut, danke.* (I'm fine, thanks.)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- initiate interactions and respond using simple interaction patterns; e.g., greeting–response, question–answer?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they sort the questions and responses. Students use the checklist to determine if their peers are able to initiate and respond using simple interaction patterns (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of how discourse is organized, structured and sequenced in German	<b>10-3Y</b>
	<b>Strand</b>	LC-4.3 cohesion/coherence	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. link words, phrases and simple sentences using basic connectors; e.g., <i>und, oder, aber</i>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Chain E-mail/Chain Story

Review common connectors with the class, then start an e-mail or story that is passed around from student to student. When a student receives the e-mail/story, he or she adds to the text, using one or more of the connector words. At the end of the activity, print the text and read it as a class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- link words, phrases and simple sentences using basic connectors; e.g., *und, oder, aber*?

#### Informal Observation

Observe students as they add to the class text. Make mental notes of the extent to which students are able to link words, phrases and simple sentences using basic connectors. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of how discourse is organized, structured and sequenced in German	<b>10-3Y</b>
<b>Strand</b>	LC-4.3 cohesion/coherence		
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. link several sentences coherently		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Holiday Plans

Ask the students to list the various activities they will do during an upcoming holiday, using connector words appropriately to link their ideas. Students can also list various activities they normally do on a regular school day or weekend.

For example:

- *Zuerst ...* (First ...)
- *Dann ...* (Then ...)
- *Danach ...* (After that, ...)
- *Zuletzt ...* (Last, ...)
- *Das ist mein Urlaub.* (That is my holiday.)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- link several sentences coherently?

#### Rubric

Collaboratively create an outcome-based rubric with the students before they write connected sentences. Use the rubric to evaluate how well students are able to link several sentences coherently (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of the sociocultural context	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.1 register
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. distinguish between formal and informal situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Distinguishing Between *Du* and *Sie*

To help students distinguish between the use of *du* (informal “you”) and *Sie* (formal “you”), provide them with pictures of different people; e.g., two young people, a child and an older person. Have the students draw in cartoon bubbles above the people and write simple dialogue using either *du* or *Sie*. Students should then create a list of situations in which they would use *du* or *Sie*.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- distinguish between formal and informal situations?

#### Informal Observation

Observe students as they write dialogue for the different people. Make mental notes of the extent to which students are able to distinguish between formal and informal situations. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of the sociocultural context	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.2 idiomatic expressions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand and use selected idiomatic expressions

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Idiomatic Expressions

Introduce different idiomatic expressions to the students on an ongoing basis. Provide simple scenarios in German when the expressions are appropriate, and have the students record the expressions in a section of their learning logs or personal dictionaries, along with a corresponding illustration. Periodically review the expressions and model their use of learning logs. Encourage the students to use the expressions.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- understand and use selected idiomatic expressions?

#### Anecdotal Notes

Observe students as they participate in the activity. Note and record how well they are able to understand and use some simple idiomatic expressions, with guidance (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of the sociocultural context	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.3 variations in language
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize individual differences in spoken German; e.g., age, individual speech pattern, social context

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Different Origins

Have the students listen to recordings of speakers who come from different German-speaking regions. Discuss the variations. Ask the students to then identify the region of Germany the speaker is from; e.g., *Er kommt aus Wien.* (He is from Vienna.)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize individual differences in spoken German; e.g., age, individual speech pattern, social context?

#### Anecdotal Notes

Observe students as they listen to and discuss different speakers. Note and record how well they are able to recognize individual differences in spoken German; e.g., age, individual speech pattern, social context (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of the sociocultural context	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.4 social conventions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use basic forms and conventions of politeness in guided situations; e.g., <i>danken, bitten, Hand geben</i>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Classroom Expressions

At the beginning of the year, have the students make posters depicting common politeness and forms. These posters are displayed on the classroom walls and, on a daily basis, students are encouraged to use these expressions. Ask the students to write the expressions in their learning logs or personal dictionaries.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use basic forms and conventions of politeness in guided situations; e.g., *danken, bitten, Hand geben?*

#### Anecdotal Notes

Observe students as they use the politeness phrases. Note and record how well they are able to use basic forms and conventions of politeness in guided situations (see sample blackline master in Appendix D: Anecdotal Notes).



<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of the sociocultural context	<b>10-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.4 social conventions
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. use appropriate oral forms of address in guided situations; e.g., <i>du/Sie, Herr/Frau</i>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Think Fast

Divide the students into pairs. Have one student hold up a card with a picture on it and the other student decides if formal or informal language should be used; e.g., picture of a grandmother = *Sie* (you—formal), picture of a young girl = *du* (you—informal).

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use appropriate oral forms of address in guided situations; e.g., *du/Sie, Herr/Frau?*

#### Informal Observation

Observe students as they respond to the picture cards. Make mental notes of the extent to which students are able to use appropriate oral forms of address in guided situations. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of the sociocultural context	<b>10-3Y</b>
<b>Strand</b>	LC-5.5 nonverbal communication		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand some common nonverbal behaviours in familiar contexts; e.g., etiquette, table manners		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Body Language Game

Working with a partner, the students engage in a dialogue in which one of them does not speak. As the “speaking” partner asks questions or makes requests, the other person responds nonverbally, using previously taught and reviewed body or facial gestures.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- understand some common nonverbal behaviours in familiar contexts; e.g., etiquette, table manners?

#### Informal Observation

Observe students as they communicate with their partners nonverbally. Make mental notes of the extent to which students are able to understand some common nonverbal behaviours in familiar contexts. Offer feedback, encouragement and praise as needed.

## Global Citizenship

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC–1</b> historical and contemporary elements of the cultures of German-speaking peoples	<b>10-3Y</b>
<b>Strand</b>	GC–1.1 gaining/applying knowledge of German cultures		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. observe and participate in activities and experiences that are common among German-speaking people; e.g., festivities, cultural events, music, food		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Colourful Customs

Have the students use the Internet, newspapers and community flyers to identify local events and occasions, e.g., German language lessons, celebrations, concerts, that are sponsored by local German-speaking communities. Encourage the students to plan to participate in an activity individually or as a class.

**Caution:** Students should be monitored when they use the Internet.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- observe and participate in activities and experiences that are common among German-speaking people; e.g., festivities, cultural events, music, food?

#### Anecdotal Notes

Observe students as they explore and participate in local activities. Note and record how well they are able to observe and participate in activities and experiences that are common among German-speaking people (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Global Citizenship</b>	<p><b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the German-speaking world.</p>	<b>Cluster Heading GC-1 historical and contemporary elements of the cultures of German- speaking peoples</b>	<b>10-3Y</b>
<b>Strand</b>	GC-1.1 gaining/applying knowledge of German cultures		
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. identify similarities between German people their own age and themselves; e.g., music, clothing, sports		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Fashion

Locate and provide the students with pictures of peers; e.g., from advertisement articles in North American and German teen magazines. On their own, have the students examine and explore similarities between German people their own age and themselves. Have the students present their opinions to you during brief one-on-one interviews.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify similarities between German people their own age and themselves; e.g., music, clothing, sports?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they review North American and German teen magazines. Use the checklist to assess if students are able to identify similarities between German people their own age and themselves; e.g., music, clothing, sport (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

<b>Global Citizenship</b>	<p><b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the German-speaking world.</p>	<p><b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples</p>	<b>10-3Y</b>
<b>Strand</b>	GC-1.2 diversity within German cultures		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify major German-speaking groups throughout the world		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### German-speaking Countries

Provide the students with a blank world map. Have them research and then label and shade the countries/regions where German is a primary language. Capital and major cities of the country/region should also be included.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify major German-speaking groups throughout the world?

#### Learning Log

Have the students reflect on their learning and how well they were able to identify places in the world where German is spoken.

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples	<b>10-3Y</b>
<b>Strand</b>	GC-1.2 diversity within German cultures		
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. identify the various German-speaking countries and their diversity; e.g., maps, flags, weather		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### German Regions Brochure

Divide the class into groups and assign each group a German-speaking country. Have the groups make tourist brochures for their country. Brochures could include:

- *Landkarte* (map)
- *Städte zu besichtigen* (cities and towns to visit)
- *besondere Feiern und Feste* (special celebrations)
- *Klima* (climate)
- *Festspiele* (festival)
- *Sport und Freizeit* (sporting activities)
- *Kleidung* (clothing)
- *Lebensmittel* (food).

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify the various German-speaking countries and their diversity; e.g., maps, flags, weather?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they create their brochures. Use the rating scale to assess how well students are able to identify the various German-speaking countries and their diversity (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples	<b>10-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-1.3 analyzing cultural knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. ask questions about aspects of German cultures being studied, and compare those aspects of German cultures with their own; e.g., leisure time, daily routines, part-time jobs

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Poster of a German-speaking Country

In advance of a presentation by a guest speaker from a German-speaking country, have the students prepare questions about aspects of German cultures. Have the students ask their questions after the presentation and then complete a Venn diagram comparing aspects of German cultures and their own. Based on the Venn diagram, have the students prepare a poster describing their findings. Posters should contain a short, concise paragraph in German about three or four interesting facts they learned.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- ask questions about aspects of German cultures being studied, and compare those aspects of German cultures with their own; e.g., leisure time, daily routines, part-time jobs?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they research and create their posters. Use the rating scale to assess how well students are able to ask questions about aspects of German cultures being studied, and compare those aspects of German cultures with their own (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples	<b>10-3Y</b>
<b>Strand</b>	GC-1.3 analyzing cultural knowledge		
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. recognize the existence of stereotypes about and within German cultures		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Stereotypes

Discuss stereotypes and how they can limit people. Provide the students with pictures that show Canadian stereotypes; e.g., RCMP in red uniforms, frozen landscapes. Ask the students how representative these pictures are of Canadian culture. Then provide students with stereotypical pictures of the German culture; e.g., large men drinking beer, man in leather pants (*Lederhosen*). Discuss with the students how accurate these images might be, and encourage them to discuss their own opinions and experiences regarding stereotypes.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize the existence of stereotypes about and within German cultures?

#### Anecdotal Notes

Observe students as they discuss the stereotypes. Note and record how well they are able to recognize the existence of stereotypes about and within German cultures (see sample blackline master in Appendix D: Anecdotal Notes).



<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples	<b>10-3Y</b>
<b>Strand</b>	GC-1.4 valuing German cultures		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. show a willingness to participate in cultural activities and experiences		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Show and Tell

Invite the students to participate in a cultural show and tell. Have the students bring items related to German culture from home or the community and present them to the class; e.g., foods, decorations, clothing, books or music.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- show a willingness to participate in cultural activities and experiences?

#### Checklist and Comments

Create an outcome-based checklist and share it with students before they participate in the show and tell. Use the checklist to assess if students are able to show a willingness to participate in cultural activities and experiences (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

<b>Global Citizenship</b>	<p><b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the German-speaking world.</p>	<p><b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples</p>	<b>10-3Y</b>
<b>Strand</b>	GC-1.4 valuing German cultures		
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. express interest in finding out about German-speaking youth		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### E-pals

Establish contact with another German class in Alberta or Canada and organize a way for students to communicate with people their own age who speak German; e.g., e-mail or video call. With the students, collaboratively create a list of questions to ask during the first conversation session. Questions can range from basic personal question to ones about German culture.

**Caution:** Students should be monitored when they use the Internet.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- express interest in finding out about German-speaking youth?

#### Learning Log

Have the students reflect on their learning and how well they were able to express an interest in finding out about other youth who are their age and speak German.

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC–2</b> affirming and valuing diversity	<b>10-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC–2.1 awareness of English
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify similarities and differences between English and German; e.g., sounds, words, structures, writing conventions, cognates

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Cognates

Have the students listen to a German passage containing numerous examples of words similar to words in English. Group the students in fours and give each group a list of 25 German words taken from the passage. Have each group work to identify the English cognates.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify similarities and differences between English and German; e.g., sounds, words, structures, writing conventions, cognates?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they identify cognates. Students use the checklist to determine if they are able to identify similarities and differences between English and German (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-2</b> affirming and valuing diversity	<b>10-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-2.2 general language knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize that languages can be grouped into families based on common origins

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Language Family Tree

Display and explain to the students the Indo-European language family tree. Point out the various “sister” languages and how the languages are related. Have the students work in groups to collect different versions of a simple phrase in one language cluster; e.g., “good morning” in Yiddish, Flemish, Afrikaans, Dutch and German.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize that languages can be grouped into families based on common origins?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they explore Indo-European languages. Students use the checklist to determine if they are able to recognize that languages can be grouped into families based on common origins (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC–2</b> affirming and valuing diversity	<b>10-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC–2.2 general language knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. recognize that languages using the same writing system may have differing pronunciations for the same letters/symbols

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Letters and Pronunciation

Compile a list of German and English cognates that contain the letter “y”; e.g., *die Psychologie* and psychology, *die Physik* and physics. Divide the students into small groups and have them research how to pronounce the two versions of the cognate. Once the research is completed, lead a class summary on the different pronunciations of the letter “y” in German and English.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize that languages using the same writing system may have differing pronunciations for the same letters/symbols?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they research the different pronunciations of cognates in German and English. Students use the checklist to determine if they are able to recognize that languages using the same writing system may have differing pronunciations for the same letters/symbols (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC–2</b> affirming and valuing diversity	<b>10-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC–2.2 general language knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. recognize that different languages have different writing systems

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Name Tags**

Present the students with examples of languages that have a different writing system; e.g., Punjabi, Cree, Chinese, Ukrainian, Greek, Hebrew. Have each student select a language, learn how to write his or her name in that language, and then make a name tag for him or herself. Have the students circulate through the classroom and present their name tags to one another and briefly explain the writing system.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize that different languages have different writing systems?

#### **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they explore different writing systems. Students use the checklist to determine if they are able to recognize that different languages have different writing systems (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC–2</b> affirming and valuing diversity	<b>10-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC–2.3 awareness of Canadian culture
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize and identify similarities and differences between Canadian and German cultures

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Venn Diagram and Posters

Have the students use a Venn diagram to contrast and compare differences between aspects of Canadian and German culture; e.g., food, traditional clothing, folk. Then have the students select one aspect and use an online tool like Glogster to create an interactive poster that depicts the differences. Have the students share their posters with one another.

#### Multicultural Celebrations

When there is an important cultural event, such as Christmas, New Year’s or a birthday, organize a classroom event to celebrate the different traditions of individual students. Have each student bring in a food item and/or an artifact that represents his or her cultural background and that explains how this event is celebrated in his or her family.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize and identify similarities and differences between Canadian and German cultures?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they create their Venn diagrams. Use the rating scale to assess how well students are able to recognize and identify similarities and differences between Canadian and German cultures (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

#### Informal Observation

Observe students as they create events in a variety of ways. Make mental notes of the extent to which students are able to recognize and identify similarities and differences between Canadian and German cultures. Offer feedback, encouragement and praise as needed.

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-2</b> affirming and valuing diversity	<b>10-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-2.4 general cultural knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize that culture is expressed through a variety of forms; e.g., behaviour, stories

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Dimensions of Culture

Have the students individually brainstorm all the ways in which culture is expressed. Then, ask them to discuss their answers within a larger group. The larger group records the different means of expressing culture and presents them to the class. Ask the students to explore some expressions of culture; e.g., language, clothing, food, stories, songs.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize that culture is expressed through a variety of forms; e.g., behaviour, stories?

#### Informal Observation

Observe students as they explore expression of culture. Make mental notes of the extent to which students are able to recognize that culture is expressed through a variety of forms. Offer feedback, encouragement and praise as needed.



<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-2</b> affirming and valuing diversity	<b>10-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-2.4 general cultural knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. recognize that speakers of the same language may come from different cultural backgrounds

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Internet Research

Organize the students into pairs and have each group select a language other than English. Then have the students conduct research on where their language is spoken in the world. Students are to note the country/region, as well as the dominant culture. Have the students create posters that highlight and describe the different cultural groups that speak the language chosen. Have the students share their posters with one another.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize that speakers of the same language may come from different cultural backgrounds?

#### Learning Log

Have the students reflect on their learning and how well they were able to recognize that speakers of the same language may come from different cultural backgrounds.

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-2</b> affirming and valuing diversity	<b>10-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-2.4 general cultural knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. recognize that geography, climate and history affect the culture of a particular region

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Role of Sports in Culture

Explore the role that soccer plays in the culture of German-speaking countries and relate it to the geography, climate and history of those countries. Have the students also examine the national sports of other countries and suggest reasons why these sports may be popular in these countries; e.g., hockey in Canada, basketball/baseball in the United States.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize that geography, climate and history affect the culture of a particular region?

#### Anecdotal Notes

Observe students as they explore sport in different countries. Note and record how well they are able to recognize that geography, climate and history affect the culture of a particular region (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-2</b> affirming and valuing diversity	<b>10-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-2.5 intercultural skills
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize various ways of coping with linguistically and culturally unfamiliar situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Strange Situation

Prepare descriptions of two imaginary cultures, with each culture being dramatically different; e.g., one being relationship-oriented and cooperative, the other being very competitive and uncooperative. Include unfamiliar nonverbal communication characteristics for each group; e.g., irregular speech patterns or intonation. Divide the class into three groups. Brief one group with the descriptions of the first culture, the second group with the second culture and instruct the third group to behave as they normally do. Reunite the groups and instruct the class to work together to accomplish a simple task; e.g., a survey. Once the task has been completed, lead a discussion on how students reacted to and dealt with the “new” cultures.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize various ways of coping with linguistically and culturally unfamiliar situations?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they participate in the cooperative task. Use the rating scale to assess how well students are able to recognize various ways of coping with linguistically and culturally unfamiliar situations (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-3</b> personal and career opportunities	<b>10-3Y</b>
---------------------------	--	---	--------------

<b>Strand</b>	GC-3.1 German language and culture
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify a variety of reasons for learning German

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Why German?

Divide the students into pairs to discuss the benefits of learning a second language and to highlight reasons for learning German. Share group conclusions in a classroom discussion. Have the students design a poster that promotes learning German and gives reasons to learn the language. These posters can be shared with other students in the school and added to the school website.

#### My Roots

Have the students colour in a map showing countries where German communities exist and where German is spoken. Have the students identify communities from which their ancestors came, and ask them to explore to learn more about that area.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify a variety of reasons for learning German?

#### Anecdotal Notes

Observe students as they discuss and create their posters. Note and record how well they are able to identify a variety of reasons for learning German (see sample blackline master in Appendix D: Anecdotal Notes).

#### Learning Log

Have the students reflect on their learning and how well they were able to identify a variety of reasons for learning German.

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-3</b> personal and career opportunities	<b>10-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-3.1 German language and culture
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. identify some careers for which knowledge of German is useful

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Travelling Canadians

Have the students research Canadians who work overseas; e.g., athletes and trainers, English teachers, business people, foreign service, translators, politicians, medical researchers, trades people. Discuss the following questions: What jobs require knowledge of a language besides English? How does understanding the language of a country help you as a worker?

**Extension Activity:** Have the students brainstorm opportunities for using a language besides English or French in Canada; e.g., working in tourist areas, working as a translator, working with new immigrants.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify some careers for which knowledge of German is useful?

#### Anecdotal Notes

Observe students as they discuss the questions. Note and record how well they are able to identify some careers for which knowledge of German is useful (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-3</b> personal and career opportunities	<b>10-3Y</b>
<b>Strand</b>	GC-3.1 German language and culture		
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. recognize that knowledge of an additional language is an asset to any career		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Discovering the Languages of Other Countries

Provide students with maps and atlases. Have them identify at least five countries where a language other than English is spoken. Ask them to share in small groups two reasons why knowing each of these languages would be useful.

**Extension Activity:** Have the students consider the following questions: What is the purpose of learning world languages? How do I benefit? How do others benefit from me learning additional languages? Why is it important to understand and appreciate other cultures?

### It's Cool to Learn German!

Brainstorm as a class the benefits of skills in German; e.g., an opportunity to participate in different activities involving another language and culture, understanding people in your community, communicating with people of different languages and cultures. Students then collaborate on a class poster, digital representation or booklet showing how language skills may assist in a variety of careers. Display the posters in the school, or post on the class web page, for other students to view.

### Career Benefits

As a class, brainstorm careers where knowing German and/or other languages is beneficial and how. Create a poster of the various careers where fluency in German could assist.

**Extension Activity:** Have the students maintain a personal list in their journal of jobs in which they might be interested and possible sentences to include in their resume.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- recognize that knowledge of an additional language is an asset to any career?

### Learning Log

Have the students reflect on their learning and how well they were able to identify some reasons for learning additional languages and for learning about world cultures.

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-3</b> personal and career opportunities	<b>10-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-3.2 cultural and linguistic diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. suggest some reasons for learning an additional language

### SAMPLE TEACHING AND LEARNING ACTIVITIES

**Where Would You Like to Live?**

Ask the students to select places on a world map where they would like to visit and one place where they might like to visit and live. Have the students find out what language(s) are spoken in the place they would like to live. Once students have selected places to visit and live, ask them to create language goals for these places. For example: What language skills would you need for the place you want to visit? Why? What language skills would you need to live in \_\_\_\_\_? How would you go about acquiring these skills?

### SAMPLE ASSESSMENT STRATEGIES

**Focus for Assessment**

- Do the students:
- suggest some reasons for learning an additional language?

**Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with the students before they identify places they would like to visit and live. Have them use the rating scale to evaluate how well they are able to suggest some reasons for learning an additional language (see sample blackline master in Appendix D: Self-assessment Rating Scale).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-3</b> personal and career opportunities	<b>10-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-3.2 cultural and linguistic diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. suggest some reasons for participating in activities and experiences that reflect elements of different cultures

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Thinking About Cultural Experiences

Ask the students to think about any cultural experiences (from any culture) in which they have participated. Divide the class into groups and have the students share these memories with their classmates. Have the groups summarize the reasons for their participation in the activities and highlight what they gained and learned from them.

**Extension Activity:** Have the students, as a group, prepare a poster advertising various unique cultural activities.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- suggest some reasons for participating in activities and experiences that reflect elements of different cultures?

#### Learning Log

Have the students reflect on their learning and how well they will be able to suggest some reasons for participating in activities and experiences that reflect elements of different cultures. Some sample sentence starters they could use include:

- My classmates' reasons for participating were ...
- My reasons for participating were ...
- When discussing my experiences, I felt ...



## Strategies

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S-1</b> language learning	<b>10-3Y</b>
-------------------	---	--	--------------

<b>Strand</b>	S-1.1 cognitive
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud, make personal dictionaries, identify and use cognates

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Songs

Invite the students to sing songs in German, e.g., *MfG* by die Fantastischen Vier, to enhance letter identification. Consider recording these songs and replaying them for the students to hear their own letter identification abilities.

#### Flash Cards

Have the students make flash cards. On one side of the flash card is a German letter. On the other side, there is a list of words that start with that letter and room to add new words. Ask the students to quiz each other using the flash cards. Encourage the students to repeat each word a few times.

#### Personal Dictionaries

After teaching students new vocabulary, grammar or expressions within a lexical field, encourage them to write the new vocabulary in a personal dictionary. As the year progresses, this dictionary can be used as a reference tool.

#### Word Wiki

Develop a word wiki for the class and encourage the students to help maintain it. Have the students contribute to lists of important vocabulary and cognates and encourage them make suggestions of words or phrases they would like to learn.

<b>Strand</b>	S–1.1 cognitive
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud, make personal dictionaries, identify and use cognates

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use simple cognitive strategies, with guidance, to enhance language learning?

#### Anecdotal Notes

Observe students as they sing the songs. Note and record how well they are able to use simple cognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix D: Anecdotal Notes).

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they use the flash cards. Use the checklist to assess if students are able to use simple cognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix D: Observation Checklist).

#### Informal Observation

Observe students as they add to their personal dictionaries. Make mental notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning. Offer feedback, encouragement and praise as needed.

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create and maintain a word wiki. Students use the checklist to determine if they are able to use simple cognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S–1</b> language learning	<b>10-3Y</b>
<b>Strand</b>	S–1.2 metacognitive		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., identify own strengths and needs, check copied writing for accuracy, listen or read for key words to derive general meaning		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Record Me

Have the students monitor their own speech by recording themselves reading vocabulary or text from the lexical field being studied. Discuss their language skills with them after listening to the recording.

### Strategies

Encourage the students to reflect on their own learning styles by generating a list of questions related to a previous activity. Questions may include the following:

- What type of the activity did you find most meaningful to you?
- What strategies did you use to be successful in this activity?
- What might have improved your learning in this activity?

Ask the students to consider their reflections on their learning style and use this information to choose how they demonstrate their learning for a particular unit; e.g., sing a song, design a poster, put on a role-play with other students, prepare slide show presentations.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use simple metacognitive strategies, with guidance, to enhance language learning?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they record and listen to themselves. Use the checklist to assess if students are able to use simple metacognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they discuss strategies. Students use the rating scale to assess how well they are able to use simple metacognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix D: Self-assessment Rating Scale).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S–1</b> language learning	<b>10-3Y</b>
-------------------	---	--	--------------

<b>Strand</b>	S–1.3 social/affective
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups, seek assistance, understand that making mistakes is a natural part of language learning

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Paired Reading

Divide the students into groups and have them work together to interpret a short text in German. Have every student in the group take a turn reading the text before they discuss it. Have the students summarize the text and present their summaries to the rest of the class.

After summaries have been presented, ask the students to share how reading with a peer differed from reading alone. Write down the students’ contributions and add them to a strategies chart posted in the classroom.

#### Partner Work

Review some simple social and affective strategies with students and then divide them into pairs. Provide each group with a crossword puzzle or word search in German to complete. Encourage the students to use the strategies reviewed as they cooperatively work on the puzzle. Once all students have completed the assignment, lead a summary of the different strategies used and how affective they were.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use simple social and affective strategies, with guidance, to enhance language learning?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students prior to them reading in pairs. Use the checklist to determine if they are able to use simple social and affective strategies, with guidance, to enhance language learning (see sample blackline master in Appendix D: Self-assessment Checklist).

#### Anecdotal Notes

Observe students as they work with partners. Note and record how well they are able to use simple social and affective strategies, with guidance, to enhance language learning (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> S–2 language use	<b>10-3Y</b>
-------------------	---	--	--------------

<b>Strand</b>	S–2.1 receptive
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple reading and listening strategies, with guidance, to aid comprehension; e.g., illustrations, familiar words

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Circling Key Words

When reading an unfamiliar written text, have the students work in pairs to identify and circle what they believe to be the key words. Have them prepare reasons for their decisions and then compare notes with other groups. The words are shared and verified as key words. Model how these key words can be used to give clues as to the meaning of the text. Encourage the students to use this strategy on their own.

#### Prediction

Present a short, unfamiliar text in German to students. Before reading the text, have the students predict what it is about based on the title and any illustrations. Read the first few lines to the students, then ask the students to review their predictions and revise if necessary. Complete the text and review the students' predictions. Discuss the usefulness of this strategy with students.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use simple reading and listening strategies, with guidance, to aid comprehension?

#### Informal Observation

Observe students as they look for key words. Make mental notes on the extent to which students are able to use simple reading and listening strategies, with guidance, to aid comprehension. Offer feedback, encouragement and praise as needed.

#### Observation Checklist

Create an outcome-based checklist and share it with the students prior to predicting. Use the checklist to assess if students are able to use simple reading and listening strategies, with guidance to aid comprehension (see sample blackline master in Appendix D: Observation Checklist).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S–2</b> language use	<b>10-3Y</b>
-------------------	---	---	--------------

<b>Strand</b>	S–2.2 productive
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple speaking and writing strategies, with guidance; e.g., experiment with familiar words and structures to express own meaning

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Look Around ...

Post vocabulary cards around the room in a way that is visually relevant. For example, label classroom objects such as the board and the clock, or post vocabulary of clothing items that are shaped like the items of clothing. Then have the students write a short, simple text using words that are visible in the immediate environment. Tell the students they do not need to worry if the text is not completely correct and that they can use a limited number of illustrations to help get their meaning across.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use simple speaking and writing strategies, with guidance; e.g., experiment with familiar words and structures to express own meaning?

#### Anecdotal Notes

Observe students as they use words in the classroom to write a text. Note and record how well they are able to use simple speaking and writing strategies, with guidance, to enhance language use (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> S–2 language use	<b>10-3Y</b>
	<b>Strand</b>	S–2.3 interactive	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple interactive strategies, with guidance; e.g., indicate lack of understanding verbally or nonverbally, use different words to start again when communication breaks down		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### I Don't Get It!

Teach the students phrases in German that ask for clarification or repetition when something is not understood. These phrases can be put on a poster in the classroom to be used by students. For example:

- *Wie bitte?* (What did you say?)
- *Ich verstehe das nicht.* (I do not understand.)

### Mime It

Review with the students simple nonverbal strategies used to indicate lack of understanding; e.g., raised eyebrows, shaking the head, shrugging the shoulders. Also, review how they can interpret and use nonverbal clues to communicate rather than speaking English; e.g., mime, pointing, gestures, drawing pictures.

Divide the students into pairs and have them come to the front of the class to spontaneously act out a scene without speaking. Maintain a list of examples of nonverbal behaviours used and review them with the students after the role-plays.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use simple interactive strategies, with guidance?

### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they explore expressions for clarification. Students use the checklist to determine if they are able to use simple interactive strategies, with guidance. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

### Anecdotal Notes

Observe students as they act out their role-plays. Note and record how well they are able to use simple interactive strategies, with guidance (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S–3</b> general learning	<b>10-3Y</b>
-------------------	---	---	--------------

<b>Strand</b>	S–3.1 cognitive
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Word Splash

Provide the students with 15 to 20 words on a theme of study. Have the students identify words they think they understand and those they do not understand. Students then work in pairs, sharing definitions and searching for information on words they do not understand. Once all the words are understood, have the students classify them according to their attributes.

#### Inquiry Process

Have the students research a topic and create presentations. Before beginning their research, have the students write questions to guide their research in a KWL chart, e.g.,

<i>Was ich weiß</i> (What I <u>K</u> now)	<i>Was ich wissen will</i> (What I <u>W</u> ant to Know)	<i>Was ich gelernt habe</i> (What I <u>L</u> earned)

Have the students access and use a variety of information sources, such as libraries, the Internet, people in the community and professional organizations.

**Caution:** Students should be monitored when they use the Internet.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use simple cognitive strategies to enhance general learning?

#### Learning Log

Have the students reflect on their learning and how well they were able to use simple cognitive strategies to enhance general learning.

#### Observation Checklist

Create an outcome-based checklist and share it with the students prior to beginning the inquiry activity. Use the checklist to assess if students are able to use simple cognitive strategies to enhance general learning (see sample blackline master in Appendix D: Observation Checklist).



<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S–3</b> general learning	<b>10-3Y</b>
<b>Strand</b>	S–3.2 metacognitive		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple metacognitive strategies to enhance general learning; e.g., discover how own efforts can affect learning		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Sharing Learning Strategies

Divide the students into pairs and have them describe strategies they used to accomplish a recent task; e.g., passing a vocabulary test, project work. Students switch partners and discuss the strategies used again. Afterward, have the students reflect on the strategies they heard and note any they would like to try in the future.

### Tell Me What You Know

Using the information in the “L” column of a completed KWL chart, instruct students to reflect on their own thinking processes and how they learn. Have them analyze what they have learned and the strategies they used when learning; e.g., learning new vocabulary through visuals. In pairs, students share their thoughts on their learning strategies.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use simple metacognitive strategies to enhance general learning?

### Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they discuss learning strategies. Students use the checklist to determine if they are able to use simple metacognitive strategies to enhance general learning. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they examine their KWL charts. Students use the checklist to determine if their peers are able to use simple metacognitive strategies to enhance general learning (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S–3</b> general learning	<b>10-3Y</b>
-------------------	---	---	--------------

<b>Strand</b>	S–3.3 social/affective
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use simple social and affective strategies to enhance general learning; e.g., seek help from others

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Role-play

Divide the students into groups and assign a role-play situation. Review and practise with students social and affective strategies they can use to enhance their learning; e.g., how to ask for help, how to ask for directions, how to ask for needed items; e.g.,

- *An die Arbeit!* (It is time to work.)
- *Kannst du mir helfen?* (Can you help me?)
- *Ich brauche deine Hilfe.* (I need your assistance.)
- *Du bist dran.* (Your turn.)

After the students have performed their role-plays, lead a brief summary of the social and affective strategies they used and how effective they were. Encourage the students to try, even though mistakes may be made.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use simple social and affective strategies to enhance general learning?

#### Self-assessment Checklist





Create an outcome-based self-assessment checklist and share it with the students before they role-play in groups. Students use the checklist to determine if they are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix D: Self-assessment Checklist).

## Course Level Samples for 20-3Y

Applications.....	236
Language Competence .....	263
Global Citizenship .....	289
Strategies.....	312

### 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 the program of studies.

<p style="text-align: center;"><b>Applications</b></p>  <p>Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b>.</p> <p>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</p>	<p style="text-align: center;"><b>Language Competence</b></p>  <p>Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms</p> <p>LC-1 interpret and produce oral texts            LC-2 interpret and produce written texts, graphics and images            LC-3 attend to form            LC-4 apply knowledge of how discourse is organized, structured and sequenced in German            LC-5 apply knowledge of the sociocultural context</p>
<p style="text-align: center;"><b>Global Citizenship</b></p>  <p>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the German-speaking world.</p> <p>GC-1 historical and contemporary elements of the cultures of German-speaking peoples            GC-2 affirming and valuing diversity            GC-3 personal and career opportunities</p>	<p style="text-align: center;"><b>Strategies</b></p>  <p>Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.</p> <p>S-1 language learning            S-2 language use            S-3 general learning</p>

## Applications

<b>Applications</b>	<p><b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b>.</p>	<p><b>Cluster Heading</b> <b>A–1</b> to receive and impart information</p>	<b>20-3Y</b>
<b>Strand</b>	A–1.1 share factual information		
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. seek out and provide information on a range of familiar topics</p>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Experience Diverse Elements of German Culture

Divide the students into pairs and have them interview each other about elements of German culture they have experienced and elements they would like to experience; e.g., music, food, dances, festivals, feasts, architecture. Have three pairs form a group and record their findings on a chart to be presented to the class. This activity can be done in relation to other lexical fields of study; e.g., your family, shopping, school experiences.

#### Developing a Blog

Divide the students into groups and have them design a blog that provides information on a topic; e.g., Porsche cars, popular music videos. Then, have the students present their blog to others and encourage classmates to ask questions about the topic of the blog.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- seek out and provide information on a range of familiar topics?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they interview each other. Use the checklist to assess if students are able to seek out and provide information on a range of familiar topics (see sample blackline master in Appendix D: Observation Checklist).

#### Anecdotal Notes

Observe students as they create and discuss their blogs. Note and record how well they are able to ask for and provide information on a range of familiar topics (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–1</b> to receive and impart information	<b>20-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–1.1 share factual information
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. describe several aspects of people, places and things

### SAMPLE TEACHING AND LEARNING ACTIVITIES

**Child Find Poster**  
Provide each student with pictures of different people and ask them to describe the physical characteristics of each person. Collect the pictures and descriptions. Post the pictures around the classroom and redistribute the descriptions. Have the students match the photographs with the written descriptions.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
– describe several aspects of people, places and things?

**Anecdotal Notes**  
Observe students as they describe the people in the pictures. Note and record how well they are able to describe several aspects of people, places and things (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–1</b> to receive and impart information	<b>20-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–1.1 share factual information
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. describe series or sequences of events or actions

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### What’s Going On?

Give each pair of students simple cartoons in which there is a sequence of events depicted. Have the students describe what is happening in the cartoons to a partner. For example:

- *Hier essen zwei Jungen Bananen.* (Here two boys are eating bananas.)
- *Dann werfen sie die Schalen auf den Boden.* (Then they throw the peels on the floor.)

After one partner has described the sequence of events in his or her cartoon, the other partner repeats back what he or she thinks is happening in the cartoon. Together, they verify the story by looking at the cartoon and they think of ways to improve their descriptions.

#### Diary

Review vocabulary used when describing a sequence of events. Have the students write a short, simple diary entry describing their weekend activities, focusing on describing the sequence of events in the order they happened.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- describe series or sequences of events or actions?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they describe two cartoons. Students use the checklist to determine if their peers are able describe series or sequences of events or actions (see sample blackline master in Appendix D: Peer-assessment Checklist).

#### Rubric

Collaboratively create an outcome-based rubric with the students before they compose a diary entry. Use the rubric to evaluate how well students are able to describe series or sequences of events or actions (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–2</b> to express emotions and personal perspectives	<b>20-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–2.1 share ideas, thoughts, opinions, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express a personal response to a variety of situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Top 10 Vacation Activities

Ask the students to brainstorm a list of activities they would like to do on vacation; e.g., fishing, skiing, surfing. With the students, prepare questions that students can use to interview one another; e.g., what would you like to do on vacation and why. Have each student talk to at least three other classmates. Interviewees will express personal responses based on the questions.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- express a personal response to a variety of situations?

#### Anecdotal Notes

Observe students as they answer the vacation questions. Note and record how well they are able to express a personal response to a variety of situations (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–2</b> to express emotions and personal perspectives	<b>20-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–2.1 share ideas, thoughts, opinions, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. inquire about and express preferences, and give simple reasons for preferences

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Holiday Activities

Present the students with a variety of pictures that depict activities that can be done when travelling. In small groups, students ask each other which activities they prefer, using questions such as:

- *Machst du lieber \_\_\_\_\_ oder \_\_\_\_\_?* (Do you prefer \_\_\_\_\_ or \_\_\_\_\_?)
- *Was machst du lieber, \_\_\_\_\_ oder \_\_\_\_\_?* (What do you prefer to do, \_\_\_\_\_ or \_\_\_\_\_?)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- inquire about and express preferences, and give simple reasons for preferences?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they ask each other about their vacation preferences. Use the checklist to assess if students are able to inquire about and express preferences, and give simple reasons for preferences (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).



<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–2</b> to express emotions and personal perspectives	<b>20-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–2.1 share ideas, thoughts, opinions, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. record and share thoughts and ideas with others

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Newspaper Article

Ask the students to gather information on a certain topic, by conducting research and interviewing classmates. Then, have the students present the information and opinions gathered in the form of an article. Compile articles from each student into a classroom newspaper or magazine.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- record and share thoughts and ideas with others?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they interview one another and write articles. Use the checklist to assess if students are able to record and share thoughts and ideas with others (see sample blackline master in Appendix D: Observation Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–2</b> to express emotions and personal perspectives	<b>20-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–2.2 share emotions, feelings
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. inquire about, express and respond to emotions and feelings in a variety of familiar contexts; e.g., <i>Es tut mir leid. Das ist ja schön.</i>

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Charades

Invite the students to participate in a game of charades in which they act out emotions; e.g.,

- *glücklich* (happy)
- *gelangweilt* (bored)
- *interessant* (interesting)
- *verängstigt* (afraid, frightened)
- *traurig* (sad).

Students must express their guesses in the form of a complete sentence; e.g.,

- *Bist du traurig?* (Are you sad?)
- *Bist du glücklich?* (Are you happy?)

### Facial Expressions

Locate and assemble photographs and images depicting various facial expressions and feelings. Divide the students into small groups and distribute the photographs and images. Have the students decide what feeling is depicted in the image and how they would respond to someone experiencing that feeling; e.g., *Diese Frau ist traurig. Das tut mir leid.* (This woman is sad. I’m sorry for that.). Students also come up with possible words or phrases the person in the image is saying/thinking.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- inquire about, express and respond to emotions and feelings in a variety of familiar contexts?

### Anecdotal Notes

Observe students as they participate in the charades game. Note and record how well they are able to inquire about, express and respond to emotions and feelings in a variety of familiar contexts (see sample blackline master in Appendix D: Anecdotal Notes).

### Informal Observation

Observe students as they assess the emotions conveyed in the pictures. Make mental notes of the extent to which students are able to inquire about, express and respond to emotions and feelings in a variety of familiar contexts. Offer feedback, encouragement and praise as needed.

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>20-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.1 guide actions of others
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. give a simple set of instructions

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Card Games

Working in pairs, have the students teach one another a card game using a regular deck of playing cards. Prior to playing the game, students review the numbers 1 to 10 and other vocabulary; *der Bube* (Jack), *die Dame* (Queen), *der König* (King), *das Ass* (Ace). Also totem simple phrases; e.g.,

- *Ich bin dran./Du bist dran.* (My turn./Your turn.)
- *Wer beginnt?* (Who is starting?)
- *Bist du fertig?* (Are you ready?)
- *Ich habe gewonnen!* (I won!)

#### Crafts

Ask the students to prepare instructions in German for making a simple craft; e.g., a paper airplane. Have the students work in groups and give instructions for creating the craft. Once completed, have the students compare their craft with one another.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- give a simple set of instructions?

#### Observation Checklist

Create an outcome-based checklist and share it with students before they teach each other card games. Use the checklist to assess if students are able to give a simple set of instructions (see sample blackline master in Appendix D: Observation Checklist).

#### Anecdotal Notes

Observe students as they give instructions for a simple craft. Note and record how well they are able to give a simple set of instructions (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>20-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.1 guide actions of others
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. suggest a course of action in a variety of situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Resolutions

Brainstorm with the students a list of typical New Year’s resolutions, e.g., go to the gym, read more books, and then review how to suggest a course of action for success. Prepare a dialogue with the students in which one person presents a resolution and the other person presents possible ways of meeting that resolution. Have the students circulate throughout the class, asking others about their resolutions and offering simple suggestions. For example:

- *Ich will mehr Bücher lesen.* (I want to read more books.)
- *Geh öfter in die Bibliothek.* (Go to the library more often.)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- suggest a course of action in a variety of situations?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they discuss New Year’s resolutions. Students use the checklist to determine if their peers are able to suggest a course of action in a variety of situations (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>20-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.2 state personal actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. state personal actions in the past, present or future

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Examining Themselves

Using an online tool like Voicethread, have the students prepare and record descriptions of themselves as they were as children, as they are today and what they think they will be like in the future. Students should then include statements about their favourite leisure activities; e.g., sports, favourite activities. *In diesem Bild bin ich drei Jahre alt. Ich war blond und hatte grüne Augen. Ich habe gern mit meiner Oma Kuchen gebacken.* Invite them to share their descriptions with the class. Encourage students to comment on what they hear.

#### My History

Have the students share, with the class, a piece of their personal history, e.g., a short baby video, and write a brief summary about it. They could write about the age they were in the video, what they were doing, who else was there, where they were or what they were wearing.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
– state personal actions in the past, present or future?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they record statements about themselves. Students use the checklist to determine if their peers are able to state personal actions in the past, present or future (see sample blackline master in Appendix D: Peer-assessment Checklist).

#### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they share a piece of their personal history. Students use the rating scale to assess how well they are able to state personal actions in the past, present or future (see sample blackline master in Appendix D: Self-assessment Rating Scale).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>20-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.2 state personal actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. accept or decline an offer or invitation

### SAMPLE TEACHING AND LEARNING ACTIVITIES

**Party Invitations**

Divide the students into groups. Using an online tool like Kerpoof, have the students prepare an invitation, with an RSVP, to a birthday party. Ask the students to then send their invitations to classmates. Students accept or decline the invitations to party.

### SAMPLE ASSESSMENT STRATEGIES

**Focus for Assessment**

- Do the students:
- accept or decline an offer or invitation?

**Anecdotal Notes**

Observe students as they respond to party invitations. Note and record how well they are able to accept or decline an offer or invitation (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>20-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.3 manage group actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. negotiate in a simple way with peers in small-group tasks

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Who’s Doing What

Before working on a group project, have groups of students work out which responsibilities will be carried out by the different group members; e.g., who will be the secretary, who will be the timekeeper. Model phrases and expressions needed to carry out the negotiations.

#### Everyday Phrases

Invite the students to learn and practise phrases they can use when working collaboratively with other students. These phrases, with accompanying illustrations, are posted in the classroom for student reference. For example:

- *Kann ich mit dir arbeiten?* (Can I work with you?)
- *Ja, du kannst.* (Yes, you may.)
- *Bin ich jetzt dran?* (Is it my turn now?)
- *Ja, jetzt bist du dran.* (Yes, it is your turn.)
- *Nein, du bist jetzt nicht dran.* (No, it is not your turn.)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- negotiate in a simple way with peers in small-group tasks?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin a group project. Use the checklist to assess if students are able to negotiate in a simple way with peers in small-group tasks (see sample blackline master in Appendix D: Observation Checklist).

#### Anecdotal Notes

Observe students as they interact with others, while learning and practising phrases. Note and record how well they are able to negotiate in a simple way with peers in small-group tasks (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>20-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.3 manage group actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. encourage other group members to participate

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Encouraging and Cheering

Teach the students encouraging phrases such as *mach weiter* (keep going) and *gut gemacht* (good job). Facilitate a simple game activity or an event like a sports day and ask the students to use the phrases during the game.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- encourage other group members to participate?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they participate in the game or sports day. Students use the checklist to determine if they are able to encourage other group members to participate (see sample blackline master in Appendix D: Self-assessment Checklist).



<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>20-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.3 manage group actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. assume a variety of roles and responsibilities as group members

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Group Roles

Divide the students into work groups of four people. Have them brainstorm and generate a language ladder of typical phrases and responsibilities that each group role uses. The group roles can include:

- *der Protokollant* (recorder)
- *der Beobachter* (observer)
- *der Gruppensprecher* (presenter)
- *der Moderator* (facilitator) or *der Aufnahmeleiter* (the chair).

As a class, put these phrases together to make job descriptions for upcoming group assignments. Students can assume these roles (trying a new role each time), using the job description and associated vocabulary to complete the task.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- assume a variety of roles and responsibilities as group members?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they work in groups. Use the checklist to assess if students are able to assume a variety of roles and responsibilities as group members (see sample blackline master in Appendix D: Observation Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-4</b> to form, maintain and change interpersonal relationships	<b>20-3Y</b>
<b>Strand</b>	A-4.1 manage personal relationships		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. make and respond to requests for personal information		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Family Tree

Model how to create a family tree and the correct words and phrases to use. Have the students create their own family trees. Encourage the students to identify the relationship between themselves and their family members. Once students have finished their family trees, partner students or put them in small groups and have them interview each other.

**Caution:** Teachers should be aware that some students may not have a traditional family structure. An alternative activity may be necessary.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- make and respond to requests for personal information?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they create and discuss their family trees. Use the rating scale to assess how well students are able to make and respond to requests for personal information (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-4</b> to form, maintain and change interpersonal relationships	<b>20-3Y</b>
<b>Strand</b>	A-4.1 manage personal relationships		
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. apologize and refuse politely		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Accept or Refuse

Introduce several phrases used for asking someone to do something and write them on cards or on the board. Have one student ask a question and another student refuse politely; e.g.,

A – *Kannst du mit mir in die Bibliothek gehen!* (Can you go to the library with me?)

B – *Nein, das tut mir leid, ich kann nicht.* (No, sorry, I cannot.)

#### Review and Role-play

Introduce and practise appropriate ways to apologize and refuse politely; e.g.,

- *Entschuldigung!* (Excuse me.)
- *Nein, danke.* (No, thank you.)
- *Ich kann nicht \_\_\_\_\_.* (I cannot \_\_\_\_\_.)

Divide the students into pairs and have them role-play by:

- inviting someone to a party
- refusing food
- apologizing for bumping into someone
- declining a ride.

<b>Strand</b>	A-4.1 manage personal relationships
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. apologize and refuse politely

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- apologize and refuse politely?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they use the phrases to accept or refuse politely. Use the checklist to assess if students are able to apologize and refuse politely (see sample blackline master in Appendix D: Observation Checklist.)

### Quiz

As a written or oral summative assessment, describe a situation and have the student choose an appropriate response. For example:

While travelling in Germany, what would you say if:

- you bump into someone while hurrying to catch a train
- in a restaurant, a waiter offers you something you do not like.

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-4</b> to form, maintain and change interpersonal relationships	<b>20-3Y</b>
<b>Strand</b>	A-4.1 manage personal relationships		
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. initiate relationships		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Putting Together a Puzzle

Have the students learn and practise phrases such as:

- *Möchtest du mit uns arbeiten?* (Would you like to work with us?)
- *Lasst uns zusammen arbeiten!* (Let's work together.)

Locate and bring to class German language- or culture-based puzzles. Assign one student per puzzle. Instruct the students to invite others to form a group and work together to put the puzzle together.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- initiate relationships?

#### Learning Log

Have the students reflect on their learning and how well they were able to initiate relationships.

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–5</b> to extend their knowledge of the world	<b>20-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–5.1 discover and explore
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore and express meaning in a variety of ways; e.g., drawing a diagram, making a model, rephrasing

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Object Descriptions

Gather a variety of objects and place them on a table. Have each student identify an item and write down its characteristics. Ask the students to then compose a description of the object without actually naming it. Descriptions should include possible uses of the item, what it is made of and places where one would find it. Have the students then present their descriptions to the class and have the others guess which item was selected. Lastly, lead a discussion with the students on the different ways they could categorize the objects based on their characteristics.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore and express meaning in a variety of ways; e.g., drawing a diagram, making a model, rephrasing?

#### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they write their descriptions. Students use the rating scale to assess how well they are able to explore and express meaning in a variety of ways (see sample blackline master in Appendix D: Self-assessment Rating Scale).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-5</b> to extend their knowledge of the world	<b>20-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-5.2 gather and organize information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. compose questions to guide research, and gather information using a prepared format; e.g., interview

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### KWL Chart

Have the students fill out a KWL chart to guide their research on a specific topic; for example:

<i>Was ich weiß</i> (What I Know)	<i>Was ich wissen will</i> (What I Want to Find Out)	<i>Was ich gelernt habe</i> (What I Learned)
<i>Deutschland ist ein Land in Europa. / Germany is a country in Europe.</i>	<i>Wo liegt es? / Where exactly is it? Wie groß ist es? / How big is it? Wie viele Einwohner hat es? / How many people live there? Wie weit ist es von Kanada entfernt? / How far is it from Canada?</i>	

Have the students use the questions from the middle section of their charts to guide their research.

#### Biographies

Read a brief biography of a famous German-speaking person to students. Ask the students to listen carefully and record key points. Review with the students what other information they would like to learn about this person and create a list of questions; e.g., *Was ist die Heimatstadt von Mezut Özil?* (What is Mezut Özil's home town?) Students form groups and use the questions to guide further research on the famous person.

<b>Strand</b>	A-5.2 gather and organize information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. compose questions to guide research, and gather information using a prepared format; e.g., interview

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- compose questions to guide research, and gather information using a prepared format?

### Learning Logs

Have the students reflect on their learning and how well they were able to use questions to guide their research; e.g., did the charts help them stay on topic? Did the questions help to guide their research? Did they revise their questions part way through their research?

### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they generate questions and use them to guide their research. Students use the rating scale to assess how well they are able to compose questions to guide research and gather information using a prepared format (see sample blackline master in Appendix D: Self-assessment Rating Scale).



<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–5</b> to extend their knowledge of the world	<b>20-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–5.3 explore opinions and values
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. compare personal views and opinions with those of others

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Sports and Exercise

As part of a discussion on sports and exercise, have the students individually choose a sport or form of exercise that they would like to try; e.g., swimming, yoga, karate, pilates. Have the students formulate three reasons why they have chosen that particular activity. Working in partners or in groups of three or four, students share their views on the sport or form of exercise and why they would like to try it.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- compare personal views and opinions with those of others?

#### Learning Log

Students reflect on their learning and how well they were able to compare their personal views and opinions with those of others; e.g., How were their reasons similar? How were their opinions different? What types of views emerged?

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-5</b> to extend their knowledge of the world	<b>20-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-5.3 explore opinions and values
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. examine differing perspectives on an issue

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Differences

Display posters depicting various opinion statements. For example, *Alle müssen weniger Fleisch essen* (Everyone has to eat less meat). Group students and have them reflect on the opinions using a chart. Each group presents its chart to the class.

<i>Meinungen</i> (Opinions)	<i>Ich bin dieser Meinung</i> (I agree)	<i>Ich bin nicht dieser Meinung</i> (I disagree)	<i>Begründung</i> (Reason)
1.			
2.			
3.			

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- examine differing perspectives on an issue?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they examine the opinion statements. Students use the checklist to determine if their peers are able to examine differing perspectives on an issue (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–5</b> to extend their knowledge of the world	<b>20-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–5.4 solve problems
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify a problem, and generate and evaluate alternative solutions to the problem

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Problems

Create or locate visuals depicting problematic situations; e.g., a car with a flat tire, a shop with a closed sign. Have the students work individually to select one visual and identify and describe the problem. Ask the students to describe solutions and work with a partner to present their solutions.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify a problem, and generate and evaluate alternative solutions to the problem?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they present solutions to a problem. Students use the checklist to determine if their peers are able to identify a problem, and generate and evaluate alternative solutions to the problem (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-6</b> for imaginative purposes and personal enjoyment	<b>20-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A-6.1 humour/fun
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use German for fun and to interpret humour; e.g., cartoons, stories

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Cartoon Time

Have the students draw cartoons based on a current event or lexical field of study. Encourage the students to use humour in their cartoons. Ask the students to present their cartoons to the class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use German for fun and to interpret humour?

#### Anecdotal Notes

Observe students as they create their cartoons. Note and record how well they are able to use German for fun and to interpret humour (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-6</b> for imaginative purposes and personal enjoyment	<b>20-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A-6.2 creative/aesthetic purposes
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use German creatively; e.g., write poems based on simple, repetitive and modelled language

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Create Poems, Cards and Collages

Have the students create poems, greeting cards, e-cards or collages that depict groups of related vocabulary from a lexical field of study.

Have the students use text-styling features in computer programs, and play with the size of font, italics, bold and underlining. Encourage the students to convey meaning in their font choices; e.g.,

*Klein* (Small)      **GROSS** (BIG)      *müde* (tired)      **BÖSE!** (ANGRY!)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use German creatively; e.g., write poems based on simple, repetitive and modelled language?

#### Conferences

Meet with the students and discuss what they found challenging in the activity. Have them list other ways to use German creatively.

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–6</b> for imaginative purposes and personal enjoyment	<b>20-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–6.3 personal enjoyment
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use German for personal enjoyment; e.g., communicate with German speakers

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Playlist**

Have the students choose three to five favourite German songs. Divide the students into groups and have them prepare an introduction to each song and then produce a podcast or audio recording. Have the groups present their recordings for the class to hear.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use German for personal enjoyment; e.g., communicate with German speakers?

#### **Anecdotal Notes**

Observe students as they record songs. Note and record how well they are able to use German for personal enjoyment (see sample blackline master in Appendix D: Anecdotal Notes).

## Language Competence

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-1</b> interpret and produce oral texts	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-1.1 aural interpretation
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand the main points and some specific details of a variety of oral texts on familiar topics, in guided and unguided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Listening

Record a short, simple text for the students (two or three paragraphs) on a previously studied subject or theme; e.g., seasons, weather, food. Throughout the text, pause and ask a comprehension question. Have the students answer simple questions about the text, individually or in groups.

#### Who Is It?

Post several pictures of different people, numbering each picture. Describe each person without indicating who you are describing. Invite the students to guess who you are describing by providing the name or number of that person. Alternatively, students can draw a corresponding picture based on your description.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- understand the main points and some specific details of a variety of oral texts on familiar topics, in guided and unguided situations?

#### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they listen to the recording. Students use the rating scale to assess how well they are able to understand the main points and some specific details of a variety of oral texts on familiar topics, in guided and unguided situations (see sample blackline master in Appendix D: Self-assessment Rating Scale).

#### Anecdotal Notes

Observe students as they listen to the descriptions. Note and record how well they are able to understand the main points and some specific details of a variety of oral texts on familiar topics, in guided and unguided situations (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-1</b> interpret and produce oral texts	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-1.2 oral production
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce simple oral texts on familiar topics, in a variety of guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Thematic Collages

Have the students cut out pictures from magazines and prepare collages related to the theme of study. Working in small groups, students take turns describing one of the pictures in the collage. The other group members try to guess which picture is being described.

#### Skits

Provide the students with several situations related to themes of study; e.g., going to a restaurant or meeting a friend. Have the students prepare skits based on a situation they have chosen and either present it to the class or prepare a video.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- produce simple oral texts on familiar topics, in a variety of guided situations?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they describe the collages. Use the checklist to assess if students are able to produce simple oral texts on familiar topics, in a variety of guided situations (see sample blackline master in Appendix D: Observation Checklist).

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they perform their skits. Students use the checklist to determine if their peers are able to produce simple oral texts on familiar topics, in a variety of guided situations (see sample blackline master in Appendix D: Peer-assessment Checklist).



<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-1</b> interpret and produce oral texts	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-1.3 interactive fluency
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. interact, using a combination of phrases and sentences, in guided and unguided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Telephone Conversation

Have the students work in pairs to role-play telephone conversations in which they plan weekend activities. Encourage them to select activities that both students would enjoy. Plans could include where they will go, who will go with them, when they will leave and what they will take along.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- interact, using a combination of phrases and sentences, in guided and unguided situations?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they plan weekend activities. Students use the checklist to determine if they are able to interact, using a combination of phrases and sentences, in guided and unguided situations (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce written texts, graphics and images	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC–2.1 written interpretation
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand the main points and some specific details of a variety of written texts on familiar topics, in guided and unguided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Five Ws

Ask the students to read a piece of writing; e.g., simple story, authentic advertisement, newspaper article. Using a graphic organizer like Five Ws and HI, have the students identify specific information; e.g., who, what, where, when, why.

#### Conversations

Present short, simple dialogues in a variety of media; e.g., digital, print. The dialogues should all be different but contain similarities. Prepare a short set of comprehension questions for the dialogues and have the students work in pairs to, firstly, locate which dialogue matches the questions, and secondly, answer the comprehension questions.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- understand the main points and some specific details of a variety of written texts on familiar topics, in guided and unguided situations?

#### Learning Log

Have the students reflect on their learning and how well they were able to understand the main points and some specific details of a variety of written texts on familiar topics in guided and unguided situations.

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they read the dialogues. Use the checklist to assess if students are able to understand the main points and some specific details of a variety of written texts on familiar topics, in guided and unguided situations (see sample blackline master in Appendix D: Observation Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce written texts, graphics and images	<b>20-3Y</b>
<b>Strand</b>	LC–2.2 written production		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce simple written texts on familiar topics, in a variety of guided situations		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### E-pal/Pen-pal Letters

Review the conventions used when formatting e-mail letters and print letters. With assistance, have the students develop a short, simple self-introduction letter to be sent to his or her pen pal or e-pal in a school in Germany or another Canadian German class. Encourage the students to continue communicating with their pen pals or e-pals throughout the year.

### Cards

Have the students create an invitation or a graduation, congratulatory, birthday or thank-you card using the computer. Have the students illustrate the card or use clip art to decorate it. Have the students give their cards to family members or friends.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- produce simple written texts on familiar topics, in a variety of guided situations?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin to develop the letters. Use the checklist to assess if students are able to produce simple written texts on familiar topics, in a variety of guided situations (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

### Anecdotal Notes

Observe students as they create cards. Note and record how well they are able to produce simple written texts on familiar topics, in a variety of guided situations (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce written texts, graphics and images	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC–2.3 viewing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. derive meaning from the visual elements of a variety of media, in guided and unguided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Cut and Sequence the Story

Have the students view a German language television news clip and summarize the newscast. Have the students discuss which strategies helped them derive meaning.

#### Visual Elements

Select a lexical field and do a quick Internet search for visuals; e.g., search for “celebration food” under Google images. Choose appropriate images and display them in the classroom. Have the students work in groups and develop a story or background for some of the images. Lead a brief summary of what the students wrote and the different meanings they have derived from the visuals.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- derive meaning from the visual elements of a variety of media, in guided and unguided situations?

#### Rubric

Collaboratively create an outcome-based rubric with the students before they view the television news clip. Use the rubric to assess how well students are able to derive meaning from the visual elements of a variety of media, in guided and unguided situations (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

#### Informal Observation

Observe students as they discuss the visuals in groups. Make mental notes of the extent to which students are able to derive meaning from the visual elements of a variety of media, in guided and unguided situations. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce written texts, graphics and images	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC–2.4 representing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express meaning, using visual elements in a variety of media, in guided and unguided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Theme Posters

Ask the students to create theme-related posters; e.g., favourite foods, sports, hobbies, cultural traditions in different regions of Germany. Have the students use German vocabulary as well as student-generated illustrations to complete the poster. Have the students present their posters to the class.

#### Presentations

Divide the students into small groups. Present the groups with a list of topics; e.g., a travel destination, a sporting event, food, fashion. Have the groups select a topic and decide on a way to visually represent that topic; e.g., electronic slide show or collage. Encourage the students to focus on expressing meaning through visuals.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- express meaning, using visual elements in a variety of media, in guided and unguided situations?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create the posters. Use the checklist to determine if students are able to express meaning, using visual elements in a variety of media, in guided and unguided situations (see sample blackline master in Appendix D: Self-assessment Checklist).

#### Rubric

Collaboratively create an outcome-based rubric with the students before they create their presentations. Use the rubric to evaluate how well students are able to express meaning, using visual elements in a variety of media, in guided and unguided situations (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.1 phonology
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### The Changing Fairy Tale

Have the students prepare and perform a simple fairy tale skit in German. Encourage the students to modify their intonation; e.g., to express questions, to make exclamations, to express surprise.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use comprehensible pronunciation, stress and intonation when producing familiar words or phrases?

#### Anecdotal Notes

Observe students as they present their skits. Note and record how well they are able to use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.2 orthography
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. apply common spelling rules

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Mystery Letters

Have the students participate in a spelling activity. Give each student an envelope with 15 random German alphabet letters. Ask the students to try to create as many words as possible out of these letters and write the words on a piece of paper. Once the students have written as many words as they can, have them use a dictionary to verify their spelling. A student then exchanges letter envelopes with another student.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- apply common spelling rules?

#### Informal Observation

Observe students as they spell words using the letters in the envelopes. Make mental notes of the extent to which students are able to apply common spelling rules. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.2 orthography
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. recognize and use basic mechanical conventions; e.g., use of the comma

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Let's Edit

Divide the students into groups and provide them with a short text that has no capitalization (including nouns) and no punctuation. Instruct the groups to first highlight where they think there are capitalization or punctuation errors. Verify that student responses are correct, and then instruct the students to make the necessary changes. Lastly, have the groups trade sheets and check their work.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize and use basic mechanical conventions?

#### Rubric

Collaboratively create an outcome-based rubric with the students before they check the text. Use the rubric to evaluate how well students are able to recognize and use basic mechanical conventions (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).



<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.3 lexicon			
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 33%;"> <p><b>Personal Domain:</b></p> <ul style="list-style-type: none"> <li>- personal identity</li> <li>- relationships</li> <li>- pets, animals</li> <li>- the home</li> <li>- daily routines</li> <li>- future plans</li> </ul> <p><b>Leisure and Recreation:</b></p> <ul style="list-style-type: none"> <li>- hobbies</li> <li>- interests</li> <li>- sports and exercise</li> <li>- entertainment</li> <li>- travel and vacation</li> <li>- transportation</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <p><b>Education:</b></p> <ul style="list-style-type: none"> <li>- subjects and timetables</li> <li>- school facilities</li> <li>- classroom routines</li> <li>- school systems</li> </ul> <p><b>Food:</b></p> <ul style="list-style-type: none"> <li>- meals</li> <li>- restaurants</li> <li>- shopping</li> <li>- nutrition</li> </ul> <p><b>Popular Culture:</b></p> <ul style="list-style-type: none"> <li>- music</li> <li>- mass media</li> <li>- fashion</li> <li>- advertising</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <p><b>Landeskunde:</b></p> <ul style="list-style-type: none"> <li>- geography/topography</li> <li>- climate, weather, seasons</li> <li>- European context</li> <li>- contemporary life and issues</li> <li>- German civilization</li> <li>- literature and folklore</li> </ul> <p><b>Health and Body:</b></p> <ul style="list-style-type: none"> <li>- body parts</li> <li>- illness and injury</li> <li>- clothing</li> </ul> <p><b>Other Areas:</b></p> <ul style="list-style-type: none"> <li>- any other lexical fields that meet the needs and interests of students</li> </ul> </td> </tr> </table>	<p><b>Personal Domain:</b></p> <ul style="list-style-type: none"> <li>- personal identity</li> <li>- relationships</li> <li>- pets, animals</li> <li>- the home</li> <li>- daily routines</li> <li>- future plans</li> </ul> <p><b>Leisure and Recreation:</b></p> <ul style="list-style-type: none"> <li>- hobbies</li> <li>- interests</li> <li>- sports and exercise</li> <li>- entertainment</li> <li>- travel and vacation</li> <li>- transportation</li> </ul>	<p><b>Education:</b></p> <ul style="list-style-type: none"> <li>- subjects and timetables</li> <li>- school facilities</li> <li>- classroom routines</li> <li>- school systems</li> </ul> <p><b>Food:</b></p> <ul style="list-style-type: none"> <li>- meals</li> <li>- restaurants</li> <li>- shopping</li> <li>- nutrition</li> </ul> <p><b>Popular Culture:</b></p> <ul style="list-style-type: none"> <li>- music</li> <li>- mass media</li> <li>- fashion</li> <li>- advertising</li> </ul>	<p><b>Landeskunde:</b></p> <ul style="list-style-type: none"> <li>- geography/topography</li> <li>- climate, weather, seasons</li> <li>- European context</li> <li>- contemporary life and issues</li> <li>- German civilization</li> <li>- literature and folklore</li> </ul> <p><b>Health and Body:</b></p> <ul style="list-style-type: none"> <li>- body parts</li> <li>- illness and injury</li> <li>- clothing</li> </ul> <p><b>Other Areas:</b></p> <ul style="list-style-type: none"> <li>- any other lexical fields that meet the needs and interests of students</li> </ul>
<p><b>Personal Domain:</b></p> <ul style="list-style-type: none"> <li>- personal identity</li> <li>- relationships</li> <li>- pets, animals</li> <li>- the home</li> <li>- daily routines</li> <li>- future plans</li> </ul> <p><b>Leisure and Recreation:</b></p> <ul style="list-style-type: none"> <li>- hobbies</li> <li>- interests</li> <li>- sports and exercise</li> <li>- entertainment</li> <li>- travel and vacation</li> <li>- transportation</li> </ul>	<p><b>Education:</b></p> <ul style="list-style-type: none"> <li>- subjects and timetables</li> <li>- school facilities</li> <li>- classroom routines</li> <li>- school systems</li> </ul> <p><b>Food:</b></p> <ul style="list-style-type: none"> <li>- meals</li> <li>- restaurants</li> <li>- shopping</li> <li>- nutrition</li> </ul> <p><b>Popular Culture:</b></p> <ul style="list-style-type: none"> <li>- music</li> <li>- mass media</li> <li>- fashion</li> <li>- advertising</li> </ul>	<p><b>Landeskunde:</b></p> <ul style="list-style-type: none"> <li>- geography/topography</li> <li>- climate, weather, seasons</li> <li>- European context</li> <li>- contemporary life and issues</li> <li>- German civilization</li> <li>- literature and folklore</li> </ul> <p><b>Health and Body:</b></p> <ul style="list-style-type: none"> <li>- body parts</li> <li>- illness and injury</li> <li>- clothing</li> </ul> <p><b>Other Areas:</b></p> <ul style="list-style-type: none"> <li>- any other lexical fields that meet the needs and interests of students</li> </ul>		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Vocabulary Warm-up

Present the students with the opening line of a paragraph; e.g., *Jeden Tag gehe ich zum Markt.* (Every day I go to the market.) Select a student and instruct him or her to add a sentence using vocabulary related to a lexical field; e.g., *Ich kaufe Äpfel.* (I buy apples.) Have the students select another student who will add to the original sentence; e.g., *Ich kaufe Äpfel und Birnen.* (I buy apples and pears.) Students continue to add to the sentence using vocabulary learned in class.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

### Anecdotal Notes

Observe students as they build on the sentence using vocabulary from a field of study. Note and record how well they are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. recognize and use, in modelled situations,<sup>★</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>– reflexive verbs</li> <li>– sentence structure: subject, direct object, indirect object</li> <li>– relative clauses in nominative and accusative</li> <li>– nouns, personal pronouns in dative</li> <li>– adjectival endings (case, number and gender)</li> </ul>

★ 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.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Adjective Endings

Divide the students into groups and provide each group with a variety of pictures, number cards and colour strips. Have each group arrange the different pieces of paper so that they form sentences. For example, *Ein schwarzer Hund schläft.* (A black dog is sleeping.) or *Zwei gelbe Autos fahren auf der Straße.* (Two yellow cars drive on the street.).

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- recognize and use, in modelled situations, the [given] grammatical elements?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they form sentences. Use the checklist to assess if students are able to recognize and use, in modelled situations, adjectival endings (case, number and gender) (see sample blackline master in Appendix D: Observation Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>b. use, in structured situations,* the following grammatical elements:</p> <ul style="list-style-type: none"> <li>– plural of nouns</li> <li>– modal verbs in present tense</li> <li>– future tense</li> <li>– simple past forms: <i>hatte, war</i></li> <li>– imperative mood (all forms)</li> <li>– personal pronouns in accusative</li> <li>– sentence structure: time/manner/place</li> <li>– subordinate clauses beginning with <i>weil, dass</i></li> <li>– prepositions with accusative and dative</li> <li>– possessive pronouns in dative</li> <li>– infinitive phrases and clauses (e.g., <i>Ich plane, nach Deutschland zu reisen. Oma geht in die Stadt, um einen Kaffee zu trinken.</i>)</li> <li>– formal address (<i>Sie</i> vs. <i>du, ihr</i>)</li> <li>– position of adverbs of preference (e.g., <i>gern</i>)</li> <li>– structure of compound sentences</li> </ul>

★ 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.

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### What does the future hold?

Have the students interview a classmate who pretends to be a celebrity or important political figure asking what he or she hopes to accomplish in the future. Ask the students to practise the formal address and the use of the future tense.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use, in structured situations, the [given] grammatical elements?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they interview their classmates. Students use the checklist to determine if peers are able to use, in structured situations, the future tense and formal forms of address (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>c. use, independently and consistently,* the following grammatical elements:</p> <ul style="list-style-type: none"> <li>– compound nouns</li> <li>– perfect tense</li> <li>– separable verbs</li> <li>– possessive pronouns in nominative and accusative</li> <li>– negation (<i>nicht/kein</i>)</li> <li>– comparative form of adjectives (e.g., <i>kleiner als</i>)</li> <li>– sentence structure inversion following expressions of time and/or place (e.g., <i>Heute gehe ich ...</i>)</li> </ul>

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Charades

Prepare a list of action verbs, then have a student volunteer come to the front of the class and act out a verb from the list. Invite the others to guess what verb is being acted out and express the verb in the past tense; e.g., *Er hat Hausaufgaben gemacht.* (He did homework.) or *Sie ist schwimmen gegangen.* (She went swimming.).

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use, independently and consistently, the [given] grammatical elements?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they guess and use acted out verbs. Use the checklist to assess if students are able to use, independently and consistently, the past tense (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of how discourse is organized, structured and sequenced in German	<b>20-3Y</b>
	<b>Strand</b>	LC-4.1 text forms	
	<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of oral and print text forms	

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### E-pals

In small groups, have the students create an updated version of a fairy tale. Have the students retell the fairy tale through a series of e-mails between two e-pals. Encourage the students to keep the dialogue short and simple, and to be creative in their adaptations.

Revisit this activity throughout the year and vary the text form.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify and use a variety of oral and print text forms?

#### Rubric

Collaboratively create an outcome-based rubric with the students before they adapt the fairy tale. Use the rubric to assess how well students are able to identify and use a variety of oral and print text forms (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of how discourse is organized, structured and sequenced in German	<b>20-3Y</b>
----------------------------	--	---	--------------

<b>Strand</b>	LC-4.2 patterns of social interaction
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. initiate, respond to and close interactions, using a variety of social interaction patterns; e.g., agreement/disagreement–reaction, request–acceptance/nonacceptance

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Skits

Discuss with the students, the ways to initiate and respond to various social instructions. Divide the students into pairs, and have them act out a variety of scenarios related to the particular theme studied; e.g., ordering food in a restaurant, paying for groceries at a grocery store, asking for a larger size while shopping. Then, have the students change partners and act out another scenario. For example,

A: *Möchtest du Spaghetti essen?* (Would you like to eat spaghetti?)

B: *Nein, heute nicht. Was gibt es noch?* (No, not today. What else is there?)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- initiate, respond to and close interactions, using a variety of social interaction patterns; e.g., agreement/disagreement–reaction, request–acceptance/nonacceptance?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they act out the scenarios. Students use the checklist to determine if their peers are able to initiate, respond to and close interactions, using a variety of social interaction patterns (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of how discourse is organized, structured and sequenced in German	<b>20-3Y</b>
	<b>Strand</b>	LC-4.3 cohesion/coherence	
	<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use common conventions to organize texts; e.g., titles, paragraphs	

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Text Conventions**

Present examples of short fairy tales, newspaper articles and e-mails to the students. Discuss common conventions and patterns associated with the various text structures. Ask the students to work in small groups to characterize different ways texts are structured according to common attributes; e.g., addresses on letters, capitalization, salutations.

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Do the students:

- use common conventions to organize texts; e.g., titles, paragraphs?

**Observation Checklist**

Create an outcome-based checklist and share it with the students before they discuss the texts. Use the checklist to assess if students are able to use common conventions to organize texts (see sample blackline master in Appendix D: Observation Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of how discourse is organized, structured and sequenced in German	<b>20-3Y</b>
	<b>Strand</b>	LC-4.3 cohesion/coherence	
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. sequence elements of a simple story, process or series of events using basic expressions of time; e.g., <i>zuerst, heute, dann, morgen</i>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Sequencing Activity Plans

Have the students list the various activities they will do during an upcoming holiday or school break, using connectors appropriately to sequence ideas; e.g., *Morgens werde ich ... Dann werde ich ...* (in the mornings I will ..., then I will ...). Students then present their activities to the class using appropriate sequencing connectors words.

**Extension Activity:** Have the students summarize the plot of a movie they have seen or of a book they have read.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- sequence elements of a simple story, process or series of events using basic expressions of time?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they write their activity plans. Use the checklist to assess if students are able to sequence elements of a simple story, process or series of events using basic expressions of time (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).



<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of how discourse is organized, structured and sequenced in German	<b>20-3Y</b>
	<b>Strand</b>	LC-4.3 cohesion/coherence	
	<b>Specific Outcome</b>	<i>Students will be able to:</i> c. use referents, such as personal and demonstrative pronouns, within texts	

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Celebrity Sentences**

Divide the students into pairs or small groups and present each group with photographs of celebrities. Have them come up with series of sentences that follow a pattern on a theme such as “telling secrets.” For example, *Hillary Duff? Der habe ich nichts gesagt.* (Hillary Duff? I didn’t say anything to her.) or *Die Brüder Jonas? Denen habe ich Bescheid gegeben.* (The Jonas Brothers? I let them know.). Have the groups share responses with one another and then lead a brief summary of students’ work.

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

- Do the students:
- use referents, such as personal and demonstrative pronouns, within texts?

**Rating Scale**

Create an outcome-based rating scale and share it with the students before they create sentences based on photographs. Use the rating scale to assess how well students are able to use referents, such as personal and demonstrative pronouns, within texts (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of the sociocultural context	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.1 register
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use formal and informal language appropriately in familiar situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Nuances

Encourage the students to become familiar with different nuances in German culture that involve formal and informal situations. Age, relationships and positions of authority affect how one person addresses another; e.g., the use of *du* and *Sie*. Give the students name tags that depict different people; e.g., child, parent, grandparent, teacher, priest. Have pairs of students role-play, asking questions and using the correct pronoun and formal and informal forms of requests and commands; e.g., asking a friend or a parent to be quiet or to stand up. Example:

- To a friend or child you babysit – *Sei still!* (Quiet!)
- To an adult – *Bitte seien Sie ruhig!* (Please be quiet!)
- To a friend – *Steh auf!* (Stand up!)
- To an adult – *Stehen Sie bitte auf!* (Please stand up!)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- use formal and informal language appropriately in familiar situations?

#### Anecdotal Notes

Observe students as they role-play. Note and record how well they are able to use formal and informal language appropriately in familiar situations (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of the sociocultural context	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.2 idiomatic expressions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use learned idiomatic expressions in familiar contexts

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Idioms in Action

Introduce idioms, such as:

- *Das ist mir Wurst.* (It does not matter.)
- *Es ist nicht alles Gold, was glänzt.* (All that glitters isn't gold.)
- *Blau machen.* (To not show up for work or school.)
- *Aller guten Dingen sind drei.* (All good things come in threes.)
- *Kein Aber!* (No ifs, ands or buts!)

Divide the students into groups and have them role-play situations in which these expressions can be used.

**Extension Activity:** Have the students keep an ongoing list or chart of idiomatic expressions to check when expressions have been used. Ask the students to illustrate the expressions for display or inclusion in their personal dictionaries.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use learned idiomatic expressions in familiar contexts?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they role-play. Use the checklist to assess if students are able to use learned idiomatic expressions in familiar contexts (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of the sociocultural context	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.3 variations in language
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. experience regional and other differences in German as spoken throughout the world

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Variations in Language

Briefly review the variations in language identified in the 10-3Y course level samples section. Use a map to highlight where regional variations in spoken German exist. Have the students research and record samples of regional variations of German; e.g., *Plattdeutsch*, *Rheinfränkisch* or *Bairisch*.

**Extension Activity:** Expand the scope to include the German spoken by Hutterites in Alberta or Ashkenazi Jews in the former Soviet Union, or Riograndenser Hunsrückisch spoken in Brazil.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- experience regional and other differences in German as spoken throughout the world?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they research variations in spoken German. Use the rating scale to assess how well students are able to experience regional and other differences in German as spoken throughout the world (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of the sociocultural context	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.4 social conventions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use basic forms and conventions of politeness in guided and unguided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Classroom Visits

Throughout the year, arrange for German-speaking adults to come into the classroom unannounced for a brief visit. The visitors will introduce themselves to the students in usual German fashion. Encourage and guide the students to respond politely and appropriately; e.g., use the *Sie* form, shake hands.

**Extension Activity:** Have the students send an invitation to a German-speaking adult to visit the class using the appropriate “*Sie*” form.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use basic forms and conventions of politeness in guided and unguided situations?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they introduce themselves to adults. Use the checklist to assess if students are able to use basic forms and conventions of politeness in guided and unguided situations (see sample blackline master in Appendix D: Observation Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of the sociocultural context	<b>20-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.4 social conventions
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. use appropriate oral forms of address in guided and unguided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Role-play Greetings

Have the students review terms like *Herr* (Mr.) and *Frau* (Mrs.), which are used as courtesy titles with a person's first name. Have the students also review formal and informal ways of greeting, introducing oneself and saying goodbye; e.g.,

- formal: *Wie heißen sie?* (What's your name?)
- informal: *Wie heißt du?* (What's your name?)
- formal and informal: *Auf Wiedersehen* and *Tschüss* (Goodbye.)

Ask the students to select a German-speaking person, either famous or fictitious, and then role-play situations that would require formal or informal language and behaviour.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use appropriate oral forms of address in guided and unguided situations?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they role-play. Students use the checklist to determine if their peers are able to use appropriate oral forms of address in guided and unguided situations (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of the sociocultural context	<b>20-3Y</b>
	<b>Strand</b>	LC-5.5 nonverbal communication	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand and use some common nonverbal behaviours in familiar contexts; e.g., length of eye contact		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Let's Talk with Body Language

Have the students watch an excerpt of a German-language movie that includes examples of appropriate nonverbal behaviours. First, play the video without sound and ask the students to carefully observe the actions and body language of the characters. Then, play the video a second time with sound and have the students identify how nonverbal communication is a factor in understanding the segment. Discuss differences in nonverbal behaviours among cultures.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- understand and use some common nonverbal behaviours in familiar contexts?

#### Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they watch the video. Students use the checklist to determine if they are able to understand and use some common nonverbal behaviours in familiar contexts. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of the sociocultural contexts	<b>20-3Y</b>
----------------------------	--	---	--------------

<b>Strand</b>	LC-5.5 nonverbal communication
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. recognize nonverbal behaviours that are considered impolite

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Inappropriate Nonverbal Behaviours**

Brainstorm with students some nonverbal behaviours that may be inappropriate in certain contexts; e.g., turning your back to someone when you are talking. The class then creates a list of these inappropriate behaviours. Students assess which behaviour may be acceptable in Canada but not in a German-speaking country; e.g., wearing a ball cap at the dinner table, reading a newspaper or texting at the table, answering a cell phone during dinner.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize nonverbal behaviours that are considered impolite?

#### **Learning Log**

Have the students reflect on their learning and how well they were able to recognize some nonverbal behaviours that are considered impolite.



## Global Citizenship

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples	<b>20-3Y</b>
<b>Strand</b>	GC-1.1 gaining/applying knowledge of German cultures		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore some important elements of German cultures in their own school, home, community and beyond; e.g., names, products, sports		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Guest Speakers

Invite guest speakers to come and talk to the class; e.g., family members, friends, community members, sport groups, local musical groups/musicians, dance groups. Invite the speakers to discuss topics, such as Christmas angels, nutcrackers, clocks, food, clothing, place names, architecture and other elements of German cultures that can be experienced locally. Before the visit, have the students prepare questions to ask the guest speakers. Invite the students to respond to the visit in their journal or learning logs.

#### Friends in Germany

Organize an e-mail or pen pal project in which students correspond with students from a school in Germany to learn about their schools, interests, families, activities, communities and way of life.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore some important elements of German cultures in their own school, home, community and beyond?

#### Learning Log

Have the students reflect on their learning and how well they were able to explore some important elements of German cultures in their own school, home, community and beyond.

#### Rubric

Collaboratively create an outcome-based rubric with the students before they correspond with e-pals or pen pals. Use the rubric to evaluate how well students are able to explore some important elements of German cultures in their own school, home, community and beyond (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples	<b>20-3Y</b>
---------------------------	--	---	--------------

<b>Strand</b>	GC-1.1 gaining/applying knowledge of German cultures
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. apply knowledge of German cultures to interpret behaviour that is different from their own

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Comparing Cultures

While working on a topic, e.g., “School Life,” prepare a list of unfinished sentences that students complete with a partner. For example,

	Canada	Germany
1. <i>Die Schule beginnt in ...</i> / School begins in the month of ...		
2. <i>Die Schüler tragen ...</i> / Students wear ...		
3. <i>Die Sommerferien sind ... lang</i> / Summer vacation lasts for ...		
4. <i>Zu Stundenbeginn ...</i> / At the beginning of each class, the students ...		
5. <i>Die Schule fängt um ... an</i> / The school day begins at ...		

Other topics could include holidays, transportation, money, shopping and gift-giving.

After completing their sentences, guide students as they use their knowledge of German culture to determine why Germans do some things differently.

**Extension Activity:** Have the students use a Venn diagram to illustrate the differences and similarities between German and their own culture.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- apply knowledge of German cultures to interpret behaviour that is different from their own?

### Observation Checklist

Create an outcome-based checklist and share it with the students prior to them completing the sentences. Use the checklist to assess if students are able to apply knowledge of German cultures to interpret behaviour that is different from their own (see sample blackline master in Appendix D: Observation Checklist).

<b>Global Citizenship</b>	<p><b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the German-speaking world.</p>	<p><b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples</p>	<b>20-3Y</b>
<b>Strand</b>	GC-1.2 diversity within German cultures		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore regional differences among people living in German-speaking countries; e.g., food, dialects, costumes, celebrations		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### German Regional Arts and Crafts

Before they participate in a cultural art project, e.g., making a Christmas angel or nutcracker, divide the students into groups to research the arts and crafts of a region of Germany. Have the students produce artwork based on a model from the region assigned. Students present their projects with a brief summary of the characteristics of the region.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore regional differences among people living in German-speaking countries?

#### Anecdotal Notes

Observe students as they create artwork based on the culture of a region of Germany. Note and record how well they are able to explore regional differences among people living in German-speaking countries (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Global Citizenship</b>	<p><b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the German-speaking world.</p>	<b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples	<b>20-3Y</b>
<b>Strand</b>	GC-1.2 diversity within German cultures		
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. recognize the ethnic diversity and multicultural nature of German-speaking countries		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Today's Germany

Have the students work in groups to conduct research on the ethnic make-up of Germany, Switzerland and Austria. Instruct the students to organize their findings in a chart, graph or other organizer. Display students' work and lead a class discussion on what their findings suggest.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize the ethnic diversity and multicultural nature of German-speaking countries?

#### Learning Log

Have the students reflect on their learning and on how well they were able to recognize the ethnic diversity and multicultural nature of German-speaking countries. Sentence starters they could use include:

- I learned that ...
- I would like to learn more about ...

<b>Global Citizenship</b>	<p><b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the German-speaking world.</p>	<p><b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples</p>	<b>20-3Y</b>
<b>Strand</b>	GC-1.3 analyzing cultural knowledge		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a variety of sources of information and research skills to find out about German cultures		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

**Research**

Provide the students with a list of cultural research topics; e.g., pop culture, current trends in German cuisine, traditional clothing, traditional dishes. Have the students work in small groups and use German-language magazines, newspapers, books and other authentic sources to find information on their topic of choice.

### SAMPLE ASSESSMENT STRATEGIES

**Focus for Assessment**

- Do the students:
- use a variety of sources of information and research skills to find out about German cultures?

**Rating Scale**

Create an outcome-based rating scale and share it with the students before they research their topic. Use the rating scale to assess how well students are able to use a variety of sources of information and research skills to find out about German cultures (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples	<b>20-3Y</b>
<b>Strand</b>	GC-1.3 analyzing cultural knowledge		
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. explore some common stereotypes of German cultures, and explore their origins		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Looking at Stereotypes

Have the students brainstorm a brief description of a stereotypical German person. Then, as a class, explore German stereotypes. For example:

- focused on efficiency
- no sense of humour, mechanical personality
- soccer hooligans
- odd fashion sense.

Have the students brainstorm in groups to expand the list, research where these stereotypes originated and discuss how these stereotypes affect how we view German people. Have the students review their pictures or descriptions and discuss how their views of German people have changed after discussing the stereotypes.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore some common stereotypes of German cultures, and explore their origins?

#### Anecdotal Notes

Observe students as they discuss the stereotypes. Note and record how well they are able to explore some common stereotypes of German cultures, and explore their origins (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Global Citizenship</b>	<p><b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the German-speaking world.</p>	<p><b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples</p>	<b>20-3Y</b>
<b>Strand</b>	GC-1.4 valuing German cultures		
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. recognize and describe some contributions of German cultures to global society and their own society</p>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### German Contributions

Compile a list of people from German cultures who have contributed great things or ideas to the world; e.g., Sigmund Freud, Carl Jung, Immanuel Kant, Albert Einstein, Karl Marx, Lisa Meitner, Friedrich Nietzsche, Carl Zeiss, Ferdinand Porsche, Heinrich Steinweg, Wilhelm Röntgen. Have the students create posters that describe one person and his or her contributions through visuals and text. Encourage the students to include any personal connection to the contribution if possible; e.g., if the student plays the piano, indicate this on a poster describing Heinrich Steinweg. Have the students share their posters with the class or school.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize and describe some contributions of German cultures to global society and their own society?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they create posters. Students use the checklist to determine if their peers are able to recognize and describe some contributions of German cultures to global society and their own society (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC–2</b> affirming and valuing diversity	<b>20-3Y</b>
---------------------------	--	---	--------------

<b>Strand</b>	GC–2.1 awareness of English
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify some English words that have been adopted from German (e.g., angst), and identify some German words that have been adopted from English (e.g., <i>Handy</i> )

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Borrowed Words

Prepare a handout with English words that have been borrowed from German. Have the students write in the German word of origin and fill in the meaning of these words; e.g.,

- delicatessen \_\_\_\_\_
- Geiger counter \_\_\_\_\_
- kindergarten \_\_\_\_\_
- muesli \_\_\_\_\_
- poltergeist \_\_\_\_\_
- rucksack \_\_\_\_\_
- U-boat \_\_\_\_\_
- yodel \_\_\_\_\_.

**Extension Activity:** Have the students use an etymological dictionary to find words in other languages that have been adopted from German, and identify some German words that have been adopted from other languages.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify some English words that have been adopted from German and identify some German words that have been adopted from English?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they explore English words of German origin. Students use the checklist to determine if they are able to identify some English words adopted from German, and identify some German words that have been adopted from English (see sample blackline master in Appendix D: Self-assessment Checklist).



<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC–2</b> affirming and valuing diversity	<b>20-3Y</b>
---------------------------	--	---	--------------

<b>Strand</b>	GC–2.1 awareness of English
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. recognize the existence of cognates whose meanings vary in English and German (false friends); e.g., to become/ <i>bekommen</i>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### False Friend Cognates

Have the students create an illustrated glossary highlighting cognates whose meanings vary in English and German, for example, for *fast* (almost), *also* (thus), *der Artist* (circus or theatre performer), *das Bad* (bath), *die Billion* (trillion), *bald* (soon), *komisch* (odd/strange).

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize the existence of cognates whose meanings vary in English and German (false friends)?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they create their glossaries. Use the rating scale to assess how well students are able to recognize the existence of cognates whose meanings vary in English and German (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-2</b> affirming and valuing diversity	<b>20-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-2.2 general language knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize that within a linguistic group, people from different regions and/or social contexts may use differing pronunciation, vocabulary and structure

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Englishes

Provide the students with a list of English words that are different depending on the English-speaking country; e.g., *trunk/boot, elevator/lift, apartment/flat*. Have the students work in pairs to research and identify examples of English vocabulary that differs depending on the region and/or social context. Provide a large, blank map of the world and have the students write in their favourite examples.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize that within a linguistic group, people from different regions and/or social contexts may use differing pronunciation, vocabulary and structure?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they research differences in English language usage. Students use the checklist to determine if they are able to recognize that within a linguistic group, people from different regions and/or social contexts may use differing pronunciation, vocabulary and structure (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC–2</b> affirming and valuing diversity	<b>20-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC–2.2 general language knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. identify regional and/or social differences in pronunciation and vocabulary in various languages within their personal experience

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Pronunciation

Lead a brief brainstorm on words in English that can be pronounced differently; e.g., *roof*, *salmon*, *schedule*. Explore with students some reasons behind the differences in pronunciation and highlight the differences that are regional and/or social. Have the students reflect on their personal experiences with such words and write their reflections down in their learning logs.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify regional and/or social differences in pronunciation and vocabulary in various languages within their personal experience?

#### Learning Log

Have the students reflect on their learning and how well they were able to identify regional and/or social differences in pronunciation and vocabulary within their personal experience. For example:

- I was not aware that ...
- It’s interesting that ...
- I’d like to know why ...

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC–2</b> affirming and valuing diversity	<b>20-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC–2.3 awareness of Canadian culture
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. compare and contrast diversity in the German and Canadian cultures

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Diversity

Lead a brief discussion with the students on diversity and the different kinds of diversity that exists in a culture or society. Divide the class into two groups and have one group research and then prepare a digital presentation on diversity in Canadian culture. Have the other half do the same for diversity within German culture. Have the groups share their presentations, and then use a graphic organizer like a Venn diagram to compare and contrast their findings.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- compare and contrast diversity in the German and Canadian cultures?

#### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they research and present on diversity in German or Canadian cultures. Students use the rating scale to assess how well they are able to compare and contrast diversity in the German and Canadian cultures (see sample blackline master in Appendix D: Self-assessment Rating Scale).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-2</b> affirming and valuing diversity	<b>20-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-2.4 general cultural knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize that people of a specific culture may have perspectives that differ from those of people in other cultures

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Pets

Lead a brief discussion on pets, and compile a list of the most common types of pets in Alberta. Then, have students work in pairs to research common pets in other countries and cultures; e.g., China, Japan, Egypt, Peru. Lead a summary discussion of the students' research and explore the reasons behind the differences. Emphasize that there is no right or wrong or weird, just differences or similarities in perspective.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize that people of a specific culture may have perspectives that differ from those of people in other cultures?

#### Learning Log

Have the students reflect on their learning and how well they were able to recognize that people of a specific culture may have perspectives that differ from those of people in other cultures. For example:

- I did not realize that ...
- I learned that ...
- I think it is fascinating that ...

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC–2</b> affirming and valuing diversity	<b>20-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC–2.4 general cultural knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. identify the limitations of adopting a single perspective

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Movie Review

Select an appropriate movie that the majority of the class has seen or with which they are familiar. Divide the class into two teams and then have each team prepare a brief movie review. Team A can only rely on the opinion of one teammate; Team B can use the opinions of all team members for the review. Have each team present its review and then lead a brief comparison of the two reviews.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
 – identify the limitations of adopting a single perspective?

#### Learning Log

Have the students reflect on their learning and how well they were able to identify the limitations of adopting a single perspective.

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC–2</b> affirming and valuing diversity	<b>20-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC–2.4 general cultural knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. explore and seek out information about other cultures through the medium of German

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### German Point of View

Present a list of cultural activities to the students, e.g., Carnival in Rio de Janeiro or the running of the bulls in Spain, and have the students research the activity using a prescreened German-language website. Have the students prepare posters of their cultural events that they can share with other students.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore and seek out information about other cultures through the medium of German?

#### Anecdotal Notes

Observe students as they use German-language websites to make posters. Note and record how well they are able to explore and seek out information about other cultures through the medium of German (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC–2</b> affirming and valuing diversity	<b>20-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC–2.5 intercultural skills
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. apply interpersonal skills to cope with linguistically and culturally unfamiliar situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Imagined Cultures

Prepare descriptions of two imaginary cultures, each dramatically different from the other; e.g., one relationship-oriented and cooperative, the other very competitive and commerce-oriented. Invent unfamiliar nonverbal communication characteristics for each group. Divide the class into three groups. Brief one group with the description of the first culture, the second group with the second culture and instruct the third group to behave as they normally do. Reunite the groups and instruct the class to work together to accomplish a simple task; e.g., a survey. Once the task has been completed, lead a discussion on how students reacted to and dealt with the “new” cultures.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- apply interpersonal skills to cope with linguistically and culturally unfamiliar situations?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they work together. Use the rating scale to assess how well students are able to apply interpersonal skills to cope with linguistically and culturally unfamiliar situations (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).



<b>Global Citizenship</b>	<p><b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the German-speaking world.</p>	<p><b>Cluster Heading</b> <b>GC-3</b> personal and career opportunities</p>	<b>20-3Y</b>
-------------------------------	---	---	--------------

<b>Strand</b>	GC-3.1 German language and culture
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. demonstrate awareness of opportunities for further study or careers related to German</p>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Careers and German: What's In It for You?

Brainstorm with the students answers to the question “What careers require knowledge of German?”  
Have the students work in pairs or small groups to prepare a poster and a small informational brochure called “Careers and German: What's In It for You?”

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- demonstrate awareness of opportunities for further study or careers related to German?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they create their posters and brochures. Use the checklist to assess if students are able to demonstrate awareness of opportunities for further study or careers related to German (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-3</b> personal and career opportunities	<b>20-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-3.1 German language and culture
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. identify some places that they could visit and use their knowledge of German language and culture

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### German Events in the Community

Bring in local or provincial German-language publications and have the students read through them. On a large calendar, have the students write down any German-language events that are scheduled. For each event, have the students list possible ways they could use their knowledge of German language and culture. Review the calendar periodically and remind students of upcoming events.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify some places that they could visit and use their knowledge of German language and culture?

#### Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they read through local German-language publications. Students use the checklist to determine if they are able to identify some places that they could visit and use their knowledge of German language and culture. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-3</b> personal and career opportunities	<b>20-3Y</b>
---------------------------	--	---	--------------

<b>Strand</b>	GC-3.1 German language and culture
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. identify some personal uses they have made of their knowledge of German language and culture

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Reasons for Learning German

At the beginning of the year, brainstorm with the students and create a list of reasons for learning German. At points throughout the school year, have the students review the list and assess if they have been able to address the reasons they have listed; e.g., to write a letter to someone in German. Encourage the students to reflect on any situations in which they have been able to use German that perhaps they had not anticipated.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify some personal uses they have made of their knowledge of German language and culture?

#### Learning Log

Have the students reflect on their learning and how well they were able to identify some personal uses they have made of their knowledge of German language and culture.

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-3</b> personal and career opportunities	<b>20-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-3.2 cultural and linguistic diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify some personal uses they have made of their knowledge of different languages and cultures

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Language Use List

During a brainstorming activity at the beginning of the year, have the students identify reasons for learning and using different languages and experiencing other cultures. Refer back to these reasons during the year and see if they have changed. Keep a record of how the students have used different languages throughout the year.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify some personal uses they have made of their knowledge of different languages and cultures?

#### Anecdotal Notes

Observe students as they discuss learning and using different languages and experiencing different cultures. Note and record how well they are able to identify some personal uses they have made of their knowledge of different languages and cultures (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-3</b> personal and career opportunities	<b>20-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-3.2 cultural and linguistic diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. identify some careers for which knowledge of different languages and cultures is useful

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Career Exploration

Have the students brainstorm jobs or careers for which they think a language, other than English, would be useful. Have the students look in career booklets or on the Internet for language-related careers; e.g., [alis.gov.ab.ca](http://alis.gov.ab.ca). Have the students identify jobs in a variety of areas, such as:

- hospitality
- business
- travel
- manufacturing
- science
- food preparation/service
- government.

Ask the students to choose one career opportunity and write a paragraph in which they imagine themselves in that career. In the paragraph, they should describe how they would use their knowledge of another language and/or culture.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify some careers for which knowledge of different languages and cultures is useful?

#### Anecdotal Notes

Observe students as they research language-related careers. Note and record how well they are able to identify some careers for which knowledge of different languages and cultures is useful (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-3</b> personal and career opportunities	<b>20-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-3.2 cultural and linguistic diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. identify some countries where there is significant linguistic and cultural diversity

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Official Languages

Divide the students into groups and have them students identify which countries have more than one official language. Have each group list the countries and languages they have identified and compare these results to other groups. For example:

- Canada – English and French
- Switzerland – German, French, Italian, Romansch
- Belgium – Flemish, French, German.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify some countries where there is significant linguistic and cultural diversity?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they research the official languages of other countries. Students use the checklist to determine if they are able to identify some countries where there is significant linguistic and cultural diversity (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S–1</b> language learning	<b>20-3Y</b>
-------------------	---	--	--------------

<b>Strand</b>	S–1.1 cognitive
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of cognitive strategies to enhance language learning; e.g., identify patterns for noun endings, such as <i>-ung</i> , find and apply information using reference materials like dictionaries, textbooks and grammars

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Personal Dictionaries

Have the students keep a personal dictionary/phrasebook in which they record new words and phrases. Have the students provide a context for the words and phrases; e.g., include sentences that use the word/phrase. Also have the students indicate the function of the word or phrase; e.g., action verb, adjective, preposition. Students can also organize vocabulary terms according to lexical fields; e.g., family, school, clothing, weather.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify and use a variety of cognitive strategies to enhance language learning?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they create their personal dictionaries. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix D: Observation Checklist).

## Strategies

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S-1</b> language learning	<b>20-3Y</b>
-------------------	---	--	--------------

<b>Strand</b>	S-1.2 metacognitive
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process, plan in advance how to approach a task

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Posted Text

Post a simple text at the front of the room and divide the students into teams. Ask the students to take turns going to the front and reading a portion of the text, then returning to their team and reciting what they have read. A different team member records what has been recited. At the end of the text, a reporter is chosen to read what was recited and recorded by the group. Next, provide the students with the original text from the front of the room and have them compare it with their versions. Afterward, discuss with the students the different strategies they used to remember the text. Have them reflect on the effectiveness of their strategies and what they could do to improve.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify and use a variety of metacognitive strategies to enhance language learning?

#### Learning Log

Have the students reflect on their learning and how well they were able to identify and use a variety of metacognitive strategies to enhance language learning.



<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S–1</b> language learning	<b>20-3Y</b>
-------------------	---	--	--------------

<b>Strand</b>	S–1.3 social/affective
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of social and affective strategies to enhance language learning; e.g., be willing to take risks, try unfamiliar tasks and approaches, work with others to solve problems, get feedback on tasks

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Reading with Others

Provide a selection of simple stories, visually rich and in German. Divide the students into groups and have them work together to read the short texts. Have the students discuss what to do when they come across a word they do not know. Have every student in the group take a turn reading the text. Have the students summarize the text and present their summaries to the rest of the class.

#### Personal Rewards

Lead a brief discussion on social and affective strategies with students and focus on the strategy of providing personal motivation by arranging one’s own rewards when successful. Brainstorm examples of what these rewards could be. Have the students form pairs and create a short list of rewards they would enjoy and that would also provide personal motivation.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify and use a variety of social and affective strategies to enhance language learning?

#### Informal Observation

Observe students as they work with others to read texts. Make mental notes of the extent to which students are able to identify and use a variety of social and affective strategies to enhance language learning. Offer feedback, encouragement and praise as needed.

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they discuss personal rewards. Students use the checklist to determine if their peers are able to identify and use a variety of social and affective strategies to enhance language learning (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> S–2 language use	<b>20-3Y</b>
-------------------	---	--	--------------

<b>Strand</b>	S–2.1 receptive
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of reading and listening strategies to aid comprehension; e.g., make inferences based on prior knowledge and experiences

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Strategies Used to Understand a Song

Have the students listen to a song and take note of any repeated key words or phrases. Ask the students to determine what the message of the song is, based on the repeated key words or phrases.

Provide the students with a list of strategies and behaviours that help promote active listening. For example, have students predict what they might hear in a text, listen for key words or consider body language.

Remind the students to follow strategies when they encounter unknown words in a written text; for example:

- read sentences before and after the unknown word
- find words or phrases that give clues to the word’s meaning
- look at word parts; e.g., prefixes, suffixes, root words
- think about words that are similar
- use a dictionary or glossary to verify meaning
- create a mental or visual picture to retain meaning.

Discuss the meaning of the song as a class and have the students determine which strategies were the most effective.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify and use a variety of reading and listening strategies to aid comprehension?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they use strategies to interpret a song. Students use the checklist to determine if they are able to identify and use a variety of reading and listening strategies to aid comprehension (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> S–2 language use	<b>20-3Y</b>
-------------------	---	--	--------------

<b>Strand</b>	S–2.2 productive
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of speaking and writing strategies; e.g., compensate for difficult structures by rephrasing, apply grammar rules to improve accuracy

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### The Writing Process

Invite the students to listen to and read basic familiar fables or fairy tales and take notes on their form. After reviewing different examples, have the students create their own stories, with illustrations to provide detail, following a chosen pattern. Encourage the students to brainstorm their ideas before starting, then follow the writing process; e.g., prewriting, writing, revisions, correction, publication. Encourage the students to follow grammar rules to avoid difficult structures by rephrasing.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify and use a variety of speaking and writing strategies; e.g., compensate for difficult structures by rephrasing, apply grammar rules to improve accuracy?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they write stories. Students use the checklist to determine if they are able to identify and use a variety of speaking and writing strategies (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Strategies</b>	<p><b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.</p>	<b>Cluster Heading</b> S-2 language use	<b>20-3Y</b>
<b>Strand</b>	S-2.3 interactive		
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. identify and use a variety of interactive strategies; e.g., ask for clarification or repetition, ask for confirmation that a form used is correct</p>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Building Conversation

Brainstorm, with students, ways in which they can maintain interaction in a conversation. Teach the students some strategies for maintaining interaction. Organize the students into teams and provide a scenario; e.g., shopping at the mall, eating at a restaurant, working in the yard with family. One team begins a conversation based on the scenario. Students from each team provide as many lines as possible for the conversation in 60 seconds. At the end of the allotted time, clap hands or ring a bell and have each group share its conversation.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify and use a variety of interactive strategies?

#### Learning Log

Have the students reflect on their learning and how well they were able to identify and use a variety of interactive strategies to maintain interaction in a conversation.

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S–3</b> general learning	<b>20-3Y</b>
-------------------	---	---	--------------

<b>Strand</b>	S–3.1 cognitive
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of cognitive strategies to enhance general learning; e.g., take notes, organize and review notes

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Categorizing

Divide the students into groups and provide them with a list of words related to the topic of study. Have the students then group words from the list into categories and assign labels; e.g., round things (pizza, the sun, wheel, ball, circle). Post the various lists around the room and have each group present its categories to the rest of the class.

#### Inquiry Process

Brainstorm with the students what they know about a topic. Have the students research the topic and create a presentation. Before beginning their research, have the students write what they know and questions to guide their research in a KWL chart; e.g.,

<i>Was ich weiß</i> (What I <u>K</u> now)	<i>Was ich wissen will</i> (What I <u>W</u> ant to Know)	<i>Was ich gelernt habe</i> (What I <u>L</u> earned)

Have the students access and use a variety of information sources, such as libraries, the Internet, people in the community and professional organizations.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify and use a variety of cognitive strategies to enhance general learning?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they categorize the words. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance general learning (see sample blackline master in Appendix D: Observation Checklist).

#### Learning Log

Have the students reflect on their their learning and how well they were able to use the guiding questions and graphic organizer to help them find the information needed and how they might use this strategy in the future.

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S–3</b> general learning	<b>20-3Y</b>
-------------------	---	---	--------------

<b>Strand</b>	S–3.2 metacognitive
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Self-analysis

Ask the students to complete a self-analysis based on their needs and interests. Encourage them to think about and answer questions, such as:

- When I am working on an activity, what kinds of things help me? How do they help me? For example:
  - other students
  - things on my desk
  - adults
  - books and reference materials.
- What things do I need to do to help myself:
  - before I start?
  - during the activity?
  - after the activity?
- What are my favourite things to learn about?
- Rate the following tasks from 1 (like it the most) to 10 (like it the least):
  - sort things
  - watch videos
  - play games
  - listen to guest speakers
  - organize things
  - role-play
  - write stories
  - look for information
  - learn about culture
  - create artwork.

<b>Strand</b>	S–3.2 metacognitive
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- identify and use a variety of metacognitive strategies to enhance general learning?

### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they complete the self-analysis. Students use the checklist to determine if they are able to identify and use a variety of metacognitive strategies to enhance general learning (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S–3</b> general learning	<b>20-3Y</b>
-------------------	---	---	--------------

<b>Strand</b>	S–3.3 social/affective
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Group Problem Solving

Provide the students with a procedure for group problem solving; for example:

1. Define the problem.
2. Brainstorm possible solutions to the problem.
3. Clarify pros and cons of the solutions.
4. Evaluate the possible solutions and decide on the best one.
5. Develop a plan for implementing the solution.
6. Evaluate the effectiveness of the solution.

In groups, have the students identify a problem and follow these steps to find and implement a solution as a group.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify and use a variety of social and affective strategies to enhance general learning?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they work as a group to solve a problem. Students use the checklist to determine if their peers are able to identify and use a variety of social and affective strategies to enhance general learning (see sample blackline master in Appendix D: Peer-assessment Checklist).







## Course Level Samples for 30-3Y

Applications.....	322
Language Competence .....	349
Global Citizenship .....	374
Strategies.....	392

### 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 the program of studies.

<p style="text-align: center;"><b>Applications</b></p>  <p>Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b>.</p> <p>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</p>	<p style="text-align: center;"><b>Language Competence</b></p>  <p>Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.</p> <p>LC-1 interpret and produce oral texts  LC-2 interpret and produce written texts, graphics and images  LC-3 attend to form  LC-4 apply knowledge of how discourse is organized, structured and sequenced in German  LC-5 apply knowledge of the sociocultural context</p>
<p style="text-align: center;"><b>Global Citizenship</b></p>  <p>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the German-speaking world.</p> <p>GC-1 historical and contemporary elements of the cultures of German-speaking peoples  GC-2 affirming and valuing diversity  GC-3 personal and career opportunities</p>	<p style="text-align: center;"><b>Strategies</b></p>  <p>Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.</p> <p>S-1 language learning  S-2 language use  S-3 general learning</p>

## Applications

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–1</b> to receive and impart information	<b>30-3Y</b>
<hr/>			
<b>Strand</b>	A–1.1 share factual information		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recount events that took place in the past		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Three Parts of a Story

Divide the class into three groups and provide each group with a random visual. Ask the three groups to collaborate and compose a story. The groups will use their visuals as prompts for the beginning of the story, which is to be in the past tense. Encourage spontaneity and improvisation as the groups form the story.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recount events that took place in the past?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they write stories in groups. Students use the checklist to determine if they are able to recount events that took place in the past (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–1</b> to receive and impart information	<b>30-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–1.1 share factual information
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. understand and use definitions, comparisons and examples

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Television or Movie Review

Have the students prepare a television or movie review, including the following information:

- name of the movie or program (title)
- names of the characters and cast
- what kind of show it is (genre)
- some interesting, funny or exciting things that happened (trivia)
- what they liked or did not like about it (opinion)
- how they would rate it (out of 5) and explain the rating (rating)
- who they think would enjoy the movie or program and why (recommendation).

Have the students share their reviews with the class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- understand and use definitions, comparisons and examples?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they write their reviews. Students use the checklist to determine if they are able to understand and use definitions, comparisons and examples (see sample blackline master in Appendix D: Self-assessment Checklist).

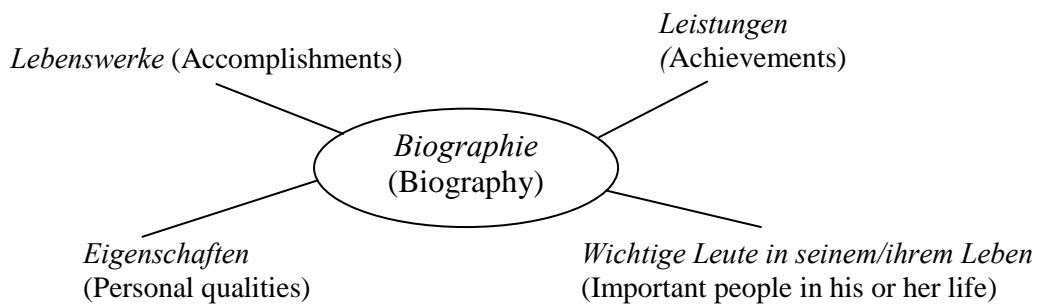
<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-1</b> to receive and impart information	<b>30-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A-1.1 share factual information
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. provide information on several aspects of a topic; e.g., give a simple report

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Research the Life of a Celebrity, Artist or Musician

Have the students research the life of a celebrity, artist or musician, either traditional or contemporary, from a German-speaking country. Ask them to present their findings to the class in the form of a simple profile, without giving the name of the famous person. Classmates must guess who the person is. Provide students with a biographical map to help them research and plan this presentation.



As an extension or alternative activity, pair the students and have them interview each other and learn about each other's life. Have the students present a profile of the partner.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- provide information on several aspects of a topic; e.g., give a simple report?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they write the celebrity profiles. Students use the checklist to determine if their peers are able to provide information on several aspects of a topic (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–2</b> to express emotions and personal perspectives	<b>30-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–2.1 share ideas, thoughts, opinions, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express, support and discuss opinions

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Music Preferences

Invite the students to listen to a selection of music; e.g., classical, German contemporary, folk. Have the students select their favourite piece of music and write simple sentences to describe their thoughts and ideas. Students design an album cover and share their work with their peers. For example:

- *Ich mag diese Musik/dieses Lied, weil ...* (I like this music/song because ...)
- *Diese Musik/Dieses Lied ist traurig/lebendig.* (This music/song is sad/lively.)
- *Ich mag Rockmusik.* (I like rock music.)

#### Photograph Exploration

Ask the students to bring in photographs of themselves at an event; e.g., sports event, summer holiday, birthday party. Arrange the students into pairs and have them orally share their thoughts on the events depicted in the photographs. For example:

- What was your favourite or least favourite part?
- How do you feel when you think of that event?
- Would you like to do it again? Why? Why not?

<b>Strand</b>	A-2.1 share ideas, thoughts, opinions, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express, support and discuss opinions

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- express, support and discuss opinions?

### Checklist and Comments

Create an outcome-based checklist and share it with the students before they express their music preferences. Use the checklist to assess if students are able to express, support and discuss opinions (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

### Rating Scale

Create an outcome-based rating scale and share it with the students before they describe their photographs. Use the rating scale to assess how well students are able to express, support and discuss opinions (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–2</b> to express emotions and personal perspectives	<b>30-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–2.1 share ideas, thoughts, opinions, preferences
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. inquire about and express probability and certainty; e.g., <i>vielleicht, wahrscheinlich, bestimmt</i>

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Predictions

Have the students work in pairs to come up with general, positive predictions about the lives of some of their classmates 10 years from now; e.g., *Thomas wird für die NASA arbeiten.* (Thomas will work for NASA.) Collect the predictions and review them with the students. Ask the students to consider the degree of possibility of the prediction and reword the prediction to reflect this; e.g., *Thomas wird bestimmt für die NASA arbeiten.* (Thomas will certainly work for NASA.)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- inquire about and express probability and certainty?

#### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they make predictions about classmates. Students use the rating scale to assess how well they are able to inquire about and express possibility and certainty; e.g., *vielleicht, wahrscheinlich, bestimmt* (see sample blackline master in Appendix D: Self-assessment Rating Scale).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–2</b> to express emotions and personal perspectives	<b>30-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–2.2 share emotions, feelings
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. discuss and compare how people express emotions and feelings in a variety of situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Short Dialogues

Divide the students into groups and have them act out a mini skits on situations related to a family vacation; e.g., getting a passport, purchasing tickets, hotel reservations, packing, at the airport, arriving at the destination, losing the luggage. Ask the students to prepare mini skits about similar situations, focusing on how the different people in the skits express emotions during the situation. For example, one person is excited to get on the plane and another is nervous.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- discuss and compare how people express emotions and feelings in a variety of situations?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they perform their mini skits. Use the checklist to assess if students are able to discuss and compare how people express emotions and feelings in a variety of situations (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).



<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>30-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.1 guide actions of others
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. give and respond to advice and warning

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Role-playing a Driver's Education Class

Have the students role-play a driver's education class in which experienced drivers give advice to new drivers.

Have the students sit side-by-side as the person on the left pretends to drive. The student on the right will give advice and warnings regarding the other's driving; e.g., *Vorsichtig!* (Be careful!) or *Fahr nicht so schnell!* (Don't drive so fast!)

#### Dear Abby

Have the students create a simple electronic message board where they post questions regarding their plans for the work world. Students can post questions regarding certain jobs or careers, and they can offer advice and warnings regarding jobs and careers with which they are familiar. Monitor the message board to ensure correct and appropriate language is being used.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- give and respond to advice and warning?

#### Anecdotal Notes

Observe students as they participate in the role-play. Note and record how well they are able to give and respond to advice and warnings (see sample blackline master in Appendix D: Anecdotal Notes).

#### Learning Log

Have the students reflect on their learning and how well they were able to give and respond to advice and warnings.

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>30-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.1 guide actions of others
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. lodge a complaint

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Grievance Letter

Brainstorm some common reasons for lodging a complaint; e.g., poor service at a restaurant, bad accommodations at a hotel. Introduce the construction “*sich über jemandem beschweren*” (to lodge a complaint with somebody about somebody or something) to students and have them use it in a letter of complaint. Have the students write short letters outlining what was unacceptable or unsatisfactory and then ask a classmate to review and edit it.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- lodge a complaint?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they write the letter of complaint. Students use the checklist to determine if their peers are able to lodge a complaint (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-3</b> to get things done	<b>30-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-3.2 state personal actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express intention

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Telephone Conversations

Have the students plan and record a telephone conversation using the following topics:

- What have you planned for this weekend?
- What do you want to do this weekend?
- What do you wish you could do this weekend?

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- express intention?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they record their telephone conversation. Use the checklist to assess if students are able to express intentions (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>30-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.2 state personal actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. make a promise in a variety of situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### The Environment

Near the completion of a unit on the environment, have the students collaborate to construct a collage or model representing their perspectives on the present state of the environment. Then, have each student write down a promise and attach it to the collage or model. Display the collage or model in the classroom and review the promises throughout the year. Promises may be added, updated or changed.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- make a promise in a variety of situations?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they create the class display. Use the checklist to assess if students are able to make a promise in a variety of situations (see sample blackline master in Appendix D: Observation Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-3</b> to get things done	<b>30-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-3.2 state personal actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. accept or decline an offer or invitation, with explanations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Party Invitations

Divide the students in groups and have them prepare a digital invitation, with an RSVP, to a birthday party. Have the students send the invitation to classmates and respond by accepting or declining the invitation to the party.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- accept or decline an offer or invitation, with explanations?

#### Anecdotal Checklist

Observe students as they respond to the invitations. Note and record how well they are able to accept and decline an offer or invitation, with explanations (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>30-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.3 manage group actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express appreciation, support and respect for contributions of others

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### A Great Canadian

Have the students work together in small groups and work together to select a famous historical or contemporary Canadian figure they all respect. Students will write a paragraph about why he or she believes a particular person is a great Canadian. Encourage the students to express their appreciation, enthusiasm, support and respect for the contributions of their group mates while working on a decision; e.g.,

- *Vielen Dank für deine Mitarbeit. Das ist sehr nett von dir.* (Thanks for your cooperation. It’s very nice of you.)
- *Das ist eine sehr gute Idee. Ich schätze deine Hilfe.* (That’s a very good idea. I appreciate your help.)
- *Das war ein guter Punkt. Gut gemacht!* (That was a good point. Well done!)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- express appreciation, support and respect for contributions of others?

#### Rating Scale

Create an outcome-based rating scale and share it with the students prior to working in groups. Use the rating scale to evaluate how well students are able to express appreciation, support and respect for contributions of others (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–3</b> to get things done	<b>30-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–3.3 manage group actions
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. express disagreement in an appropriate way

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Opinion Charts ...

Organize the students into groups of four. Give each group cards containing statements about an issue. Have the students take turns reading the cards and expressing their agreement or disagreement with the statements; e.g., *Entschuldigung, ich stimme ... nicht zu.* (I am sorry, but I do not agree with ...).

Ask the students to record their opinions in a chart and share these charts with their classmates.

<i>Sätze</i> (Sentences)	<i>Ich stimme ... zu</i> (I agree)	<i>Ich stimme ... nicht zu</i> (I do not agree)	<i>Begründung</i> (Reason)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- express disagreement in an appropriate way?

#### Anecdotal Notes

Observe students as they fill in and present their opinion charts. Note and record how well they are able to express disagreement in an appropriate way (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-4</b> to form, maintain and change interpersonal relationships	<b>30-3Y</b>
<b>Strand</b>	A-4.1 manage personal relationships		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. give and respond to compliments		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Inside-Outside Circle

Have the students form two circles: an inner circle and an outer circle. Play music and have the inner circle walk in one direction and the outer circle walk in the opposite direction. When the music stops, instruct the students to talk with the person who is opposite them. Discussion could be focused on giving and receiving compliments, for example, *Ich mag dein Hemd. Es steht dir gut.* (I like your shirt. It suits you.) After the students have briefly spoken, the music plays again and members of the outer circle move clockwise. When the music stops, students begin a new discussion with a different partner.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- give and respond to compliments?

#### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they participate in the discussions. Students use the rating scale to assess how well they are able to give and respond to compliments (see sample blackline master in Appendix D: Self-assessment Rating Scale).



<b>Applications</b>	<p><b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b>.</p>	<p><b>Cluster Heading</b> <b>A–4</b> to form, maintain and change interpersonal relationships</p>	<b>30-3Y</b>
<b>Strand</b>	A–4.1 manage personal relationships		
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. justify and explain own actions		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Excuses, Excuses

Brainstorm situations in daily life in which one might have to provide a justification or explanation, such as being late for class, breaking a borrowed pencil or not returning a phone call. Then, have the students discuss appropriate excuses to use in the various situations; for example, *Ich bin zu spät gekommen, weil es einen Stau gab.* (I'm late because there was a traffic jam.) Have the students role-play these situations and perform their role-plays for the class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- justify and explain own actions?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the role-play. Use the checklist to assess if students are able to justify and explain their own actions (see sample blackline master in Appendix D: Observation Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–4</b> to form, maintain and change interpersonal relationships	<b>30-3Y</b>
<b>Strand</b>	A–4.1 manage personal relationships		
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. offer and respond to congratulations		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Congratulations**

Ask the students to bring in a photograph of an event during which others offered congratulations; e.g., winning an award, receiving a scholarship. Students walk around the room showing the photograph and describing the event. The person to whom they are showing the photo offers congratulations on the achievement. Some sample vocabulary includes: *Herzlichen Glückwunsch! Ich gratuliere!* (Congratulations! I congratulate!)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- offer and respond to congratulations?

#### **Information Observation**

Observe students as they discuss the photographs. Make mental notes of the extent to which students are able to offer and respond to congratulations. Offer feedback, encouragement and praise as needed.

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–4</b> to form, maintain and change interpersonal relationships	<b>30-3Y</b>
<b>Strand</b>	A–4.1 manage personal relationships		
<b>Specific Outcome</b>	<i>Students will be able to:</i> d. express regret		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### I Regret to Say ...

Present examples of how to express regret in German; e.g., *Es ist bedauerlich, dass ...* (It is to be regretted that ...), *Ich muss leider sagen, dass ...* (I regret to say that ...), *Zu meinem großen Bedauern ...* (Much to my regret ...). Have the students create and then send an invitation to three friends. Each friend has to respond by kindly and appropriately expressing regret at not being able to attend.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
– express regret?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they respond to an invitation. Students use the checklist to determine if they are able to express regret (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-4</b> to form, maintain and change interpersonal relationships	<b>30-3Y</b>
<b>Strand</b>	A-4.1 manage personal relationships		
<b>Specific Outcome</b>	<i>Students will be able to:</i> e. initiate and participate in casual exchanges with others		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Inside-Outside Circle

Have the students form two circles: an inner circle and an outer circle. Play music and have the inner circle walk in one direction and the outer circle walk in the opposite direction. When the music stops, instruct the students to talk with the person who is opposite them. Discussion could be focused on weekend activities, daily routines or favourite foods. After the students have briefly spoken, the music plays again and members of the outer circle move clockwise. When the music stops, students begin a new discussion with a different partner.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- initiate and participate in casual exchanges with others?

#### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the inside-outside circle activity. Students use the rating scale to assess how well they are able to initiate and participate in casual exchanges with others (see sample blackline master in Appendix D: Self-assessment Rating Scale).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–5</b> to extend their knowledge of the world	<b>30-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–5.1 discover and explore
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore connections among and gain new insights into familiar topics

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Exploring Music and Art

Locate and present a variety of examples of contemporary and traditional music and visual art from the German-speaking world. Inform the students that they will be creating a digital poster, collage or magazine cover that represents three different songs, musicians or artists they particularly enjoy. Before they begin, have the students research the piece of music or art that they find most interesting. Encourage the students to look for similarities and connections among the pieces they have selected.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore connections among and gain new insights into familiar topics?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they explore the music and artwork. Use the checklist to assess if students are able to explore connections among and gain new insights into familiar topics (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-5</b> to extend their knowledge of the world	<b>30-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-5.2 gather and organize information
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. organize and manipulate information; e.g., transform information from texts into other forms, such as tables or diagrams

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Webbing

To prepare for project work, have the students organize their thoughts, ideas or lexical items using a web. For example, have the students take key words from a theme and create a web to link the meanings logically together; e.g., methods of transportation by air, land and water and by speed, size and number.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- organize and manipulate information?

#### Rubric

Collaboratively create an outcome-based rubric with the students before they create their webs. Use the rubric to evaluate how well students are able to organize and manipulate information (see sample blackline master in Appendix D: Rubric).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–5</b> to extend their knowledge of the world	<b>30-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A–5.3 explore opinions and values
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. express positions on an issue, and provide supporting reasons

### SAMPLE TEACHING AND LEARNING ACTIVITIES

**Review Professions**

Present the students with a list of professions. Discuss these professions and have the students individually choose one profession they feel is important in a society or community. Invite students to write three reasons why they have chosen that particular profession. Students work in partners or groups of three or four to share the chosen professions and their reasons for their choices. Have groups illustrate the professions they chose and why they feel they are important on poster paper for display in the class.

### SAMPLE ASSESSMENT STRATEGIES

**Focus for Assessment**

- Do the students:
- express positions on an issue, and provide supporting reasons?

**Checklist and Comments**

Create an outcome-based checklist and share it with the students before they discuss the professions and create their posters. Use the checklist to assess if students are able to express positions on an issue, and provide supporting reasons (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-5</b> to extend their knowledge of the world	<b>30-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-5.3 explore opinions and values
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. explore how values influence behaviour

### SAMPLE TEACHING AND LEARNING ACTIVITIES

**A Character’s Point of View**

Have the students choose a character from a folk tale, legend or fable, e.g., the wolf from *Little Red Riding Hood*, and then examine why the character acted the way he or she did, or said the things he or she said. Present examples of values to the students, e.g., empathy, greed and honesty, and discuss what values are represented by the character’s behaviours and are most often associated with them.

### SAMPLE ASSESSMENT STRATEGIES

**Focus for Assessment**

- Do the students:
- explore how values influence behaviour?

**Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with the students before they explore the behaviours of literary characters. Students use the checklist to determine if they are able to explore how values influence behaviour (see sample blackline master in Appendix D: Self-assessment Checklist).



<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-5</b> to extend their knowledge of the world	<b>30-3Y</b>
---------------------	---	---	--------------

<b>Strand</b>	A-5.4 solve problems
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. describe and analyze a problem, and use information collected from various sources to solve the problem

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Curfew

Provide the students with problematic scenarios that require a solution; e.g., determining the curfew for a senior high school sports team during an out-of-town tournament. Have the students brainstorm possible solutions to the scenario and record their responses on chart paper. Have the students work in groups to categorize and rank the solutions to the scenarios and solutions to attributes, plausibility and effectiveness.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- describe and analyze a problem, and use information collected from various sources to solve the problem?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they discuss the scenarios. Use the rating scale to assess how well students are able to describe and analyze a problem, and use information collected from various sources to solve the problem (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–6</b> for imaginative purposes and personal enjoyment	<b>30-3Y</b>
<b>Strand</b>	A–6.1 humour/fun		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use German for fun and to interpret and express humour; e.g., video clips, jokes		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### German Lyrics

Ask the students to review the lyrics of a familiar song. Have the students develop and create a simple visual representation of the song lyrics.

#### Silly Phrases and Rhymes

Invite the students to learn and say silly phrases or rhymes that stem from German idioms; e.g., *Sie hat nicht alle Tassen im Schrank*. (She is a couple of bricks short of a load.) Students illustrate the humorous saying by creating a poster or skit.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use German for fun and to interpret and express humour?

#### Learning Log

Have the students reflect on their learning and how well they are able to use German for fun and to interpret and express humour.

#### Informal Observation

Observe students as they learn the silly phrases and rhymes in the activity. Make mental notes of the extent to which students are able to use German for fun and to interpret and express humour. Offer feedback, encouragement and praise as needed.

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–6</b> for imaginative purposes and personal enjoyment	<b>30-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–6.2 creative/aesthetic purposes
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use German creatively; e.g., experiment with the sounds and rhythms of German, create a story, poem or rap

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Calligrams and Shape Poems

Ask the students to, either in pairs or individually, choose a word from a lexical field, e.g., *der Computer* (computer), and to try to personify it. Encourage the students to consider what the object might say or do. Then have the students write a poem in the shape of the object. As they write the poem, ensure that the words form the distinct contour and shape of the object.

#### German Rap

Ask the students to create a simple rap by clapping or snapping and using German vocabulary. For example, say and clap the word *die Libelle* (dragonfly):

<b>die-</b>	<b>Li-</b>	<b>be-</b>	<b>lle</b>
Snap	clap	snap	clap

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use German creatively?

#### Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they create their poems. Students use the checklist to determine if they are able to use German creatively. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

#### Informal Observation

Observe students as they practise rapping. Make mental notes of the extent to which students are able to use German creatively. Offer feedback, encouragement and praise as needed.

<b>Applications</b>	<b>General Outcome</b> Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A–6</b> for imaginative purposes and personal enjoyment	<b>30-3Y</b>
---------------------	---	--	--------------

<b>Strand</b>	A–6.3 personal enjoyment
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use German for personal enjoyment; e.g., watch video clips, films and television programs, use the Internet

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Music Time

On a regular basis, provide the students with some unstructured classroom time. Locate a variety of German music videos and CDs and set up listening stations throughout the classroom. Have the students watch the videos and listen to the CDs as they choose.

#### Personal Enjoyment

Challenge the students to use German for personal enjoyment once a week. Suggestions for personal enjoyment opportunities include watching a film or video, reading a magazine, listening to music, sending an e-mail message to an e-pal, writing a note to a friend, surfing German websites, listening to a radio program and learning a fun new expression to say.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use German for personal enjoyment?

#### Informal Observation

Observe students as they listen to music. Make mental notes of the extent to which students are able to use German for personal enjoyment. Offer feedback, encouragement and praise as needed.

#### Learning Log

Have the students reflect on their learning and how well they were able to use German for personal enjoyment.

## Language Competence

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-1</b> interpret and produce oral texts	<b>30-3Y</b>
<b>Strand</b>	LC-1.1 aural interpretation		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand short oral texts on a variety of topics		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Newscast**

Have the students view or listen to short segments of a German newscast; e.g., the Deutsche Welle program. Ask the students individually to note the main information provided in each segment of the program.

Alternatively, divide the class into groups and have each group record the important details for one segment, then discuss the entire newscast as a class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- understand short oral texts on a variety of topics?

#### **Observation Checklist**

Create an outcome-based checklist and share it with the students before they watch the newscast. Use the checklist to assess if students are able to understand short oral texts on a variety of topics (see sample blackline master in Appendix D: Observation Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-1</b> interpret and produce oral texts	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-1.1 aural interpretation
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. understand the main points and specific details of oral texts on familiar topics

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Airport Announcements**

Give each student a pretend airline ticket. Read various flight announcements and bulletins in German to the class, as if over an airport intercom, and have the students verify their departure gate and whether the flight is on time or delayed.

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

- Do the students:
- understand the main points and specific details of oral texts on familiar topics?

**Anecdotal Notes**

Observe students as they listen to the airport announcements. Note and record how well they are able to understand the main points and some specific details of oral texts on familiar topics (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-1</b> interpret and produce oral texts	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-1.2 oral production
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce oral texts on familiar topics, in a variety of guided and unguided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Creating a Skit from a Fable

Provide the students with the first and last line of a fable. Divide the students into groups and have them create a skit of the middle portion of the story. Each student must contribute to the development of the skit.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- produce oral texts on familiar topics, in a variety of guided and unguided situations?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create their skits. Students use the checklist to determine if they are able to produce oral texts on familiar topics, in a variety of guided and unguided situations (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-1</b> interpret and produce oral texts	<b>30-3Y</b>
	<b>Strand</b>	LC-1.3 interactive fluency	
	<b>Specific Outcome</b>	<i>Students will be able to:</i> a. initiate and manage short interactions	

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Theatre Sports

Compile a list of situations with which students are familiar (e.g., school dance, part-time job, sporting event) and a list of unexpected elements (e.g., no money, rain, car problems). Divide the class into small groups and invite one group to the front of the class. The class selects a situation and the group improvises a skit. Stop the skit midway and have the class add an unexpected element. Allow time for planning and then have the students finish the improv skit. Ensure that all students have a chance to perform.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- initiate and manage short interactions?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they act out their improv skits. Use the rating scale to assess how well students are able to initiate and manage short interactions (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).



<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce written texts, graphics and images	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC–2.1 written interpretation
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand short written texts on a variety of topics, and understand the main points and specific details of written texts on familiar topics

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Reading Comprehension

Assemble a collection of short written texts from a variety of sources; e.g., a movie review, a completed job application form, an instruction manual for a television, a flyer for a political rally. Throughout the year, present groups of students with a sample from the collection and guide the students through the text. Address any issues with vocabulary and check for comprehension.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- understand short written texts on a variety of topics, and understand the main points and specific details of written texts on familiar topics?

#### Anecdotal Notes

Observe students as they read the texts. Note and record how well they are able to understand short written texts on a variety of topics, and understand the main points and specific details of written texts on familiar topics (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce written texts, graphics and images	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC–2.2 written production
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. produce written texts in a variety of guided and unguided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Movie Reviews

Have the students write a review of a recently seen movie. Provide the students with a writing planner or samples of German language movie reviews to help organize their ideas. An “Author’s Chair” activity can also be used in small groups as a way of eliciting peer feedback on student writing. Model appropriate language for asking for and providing feedback.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- produce written texts in a variety of guided and unguided situations?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they write their reviews. Use the checklist to assess if students are able to produce written texts in a variety of guided and unguided situations (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce written texts, graphics and images	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC–2.3 viewing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify the purposes, intended audiences, messages and points of view in a variety of visual media, in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Music Videos

Show the students several music videos from German-speaking countries and ask them to note titles of songs, names of artists, personal preferences and any other relevant information. Lead a discussion with the students and have them identify the purposes, intended audiences, messages and point of view of the videos.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify the purposes, intended audiences, messages and points of view in a variety of visual media, in guided situations?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they watch the videos. Use the checklist to assess if students are able to identify the purposes, intended audience, messages and points of view in a variety of visual media, in guided situations (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC–2</b> interpret and produce written texts, graphics and images	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC–2.4 representing
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided situations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Album Cover

Present a German song or video to students and discuss the lyrics. Discuss the meaning of the song and any possible differences in interpretation. Invite each student to create an album cover that promotes the song. Display students’ work in class.

#### Future Story of My Life

Have the students create an electronic slide show or website to show what they hope their life will be like in the work world, in private life and in the community after school. The presentation should be arranged chronologically from the age of 18. Have the students use images and German narration to tell the story of their future lives.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided situations?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they create their album covers. Students use the checklist to determine if their peers are able to communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided situations (see sample blackline master in Appendix D: Peer-assessment Checklist).

#### Rubric

Collaboratively create an outcome-based rubric with the students before they create an electronic slide show or website. Use the rubric to evaluate how well students are able to communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided situations (see sample blackline master in Appendix D: Rubric).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.1 phonology
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. pronounce unfamiliar words comprehensibly

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Dictionary Game

Have the students use a dictionary to find words and challenge other classmates to pronounce them. Encourage them to use the phonetic pronunciation guide from the dictionary or online dictionary pronunciation guides to evaluate how well they pronounced the word. Have them check with you to confirm their pronunciation. (Students could also play this game with books.)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- pronounce unfamiliar words comprehensibly?

#### Informal Observation

Observe students as they play the dictionary game. Make mental notes of the extent to which students are able to pronounce unfamiliar words comprehensibly. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.2 orthography
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use spelling rules consistently to write familiar and unfamiliar words

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Smart Board Edit

Create or locate a short text containing some common spelling errors. Have the students group edit the piece of work on the smart board or on a computer. Read while the students locate the incorrectly spelled words and use spelling rules to correct them.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use spelling rules consistently to write familiar and unfamiliar words?

#### Rubric

Collaboratively create an outcome-based rubric with the students before they edit the text. Use the rubric to evaluate how well students are able to use spelling rules consistently to write familiar and unfamiliar words (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.3 lexicon			
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 33%;"> <p><b>Personal Domain:</b></p> <ul style="list-style-type: none"> <li>- personal identity</li> <li>- relationships</li> <li>- pets, animals</li> <li>- the home</li> <li>- daily routines</li> <li>- future plans</li> </ul> <p><b>Leisure and Recreation:</b></p> <ul style="list-style-type: none"> <li>- hobbies</li> <li>- interests</li> <li>- sports and exercise</li> <li>- entertainment</li> <li>- travel and vacation</li> <li>- transportation</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <p><b>Education:</b></p> <ul style="list-style-type: none"> <li>- subjects and timetables</li> <li>- school facilities</li> <li>- classroom routines</li> <li>- school systems</li> </ul> <p><b>Food:</b></p> <ul style="list-style-type: none"> <li>- restaurants</li> <li>- shopping</li> <li>- nutrition</li> </ul> <p><b>Popular Culture:</b></p> <ul style="list-style-type: none"> <li>- music</li> <li>- mass media</li> <li>- fashion</li> <li>- advertising</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <p><b>Landeskunde:</b></p> <ul style="list-style-type: none"> <li>- geography/topography</li> <li>- climate, weather, seasons</li> <li>- European context</li> <li>- contemporary life and issues</li> <li>- German civilization</li> <li>- literature and folklore</li> </ul> <p><b>Health and Body:</b></p> <ul style="list-style-type: none"> <li>- body parts</li> <li>- illness and injury</li> <li>- clothing</li> </ul> <p><b>Other Areas:</b></p> <ul style="list-style-type: none"> <li>- any other lexical fields that meet the needs and interests of students</li> </ul> </td> </tr> </table>	<p><b>Personal Domain:</b></p> <ul style="list-style-type: none"> <li>- personal identity</li> <li>- relationships</li> <li>- pets, animals</li> <li>- the home</li> <li>- daily routines</li> <li>- future plans</li> </ul> <p><b>Leisure and Recreation:</b></p> <ul style="list-style-type: none"> <li>- hobbies</li> <li>- interests</li> <li>- sports and exercise</li> <li>- entertainment</li> <li>- travel and vacation</li> <li>- transportation</li> </ul>	<p><b>Education:</b></p> <ul style="list-style-type: none"> <li>- subjects and timetables</li> <li>- school facilities</li> <li>- classroom routines</li> <li>- school systems</li> </ul> <p><b>Food:</b></p> <ul style="list-style-type: none"> <li>- restaurants</li> <li>- shopping</li> <li>- nutrition</li> </ul> <p><b>Popular Culture:</b></p> <ul style="list-style-type: none"> <li>- music</li> <li>- mass media</li> <li>- fashion</li> <li>- advertising</li> </ul>	<p><b>Landeskunde:</b></p> <ul style="list-style-type: none"> <li>- geography/topography</li> <li>- climate, weather, seasons</li> <li>- European context</li> <li>- contemporary life and issues</li> <li>- German civilization</li> <li>- literature and folklore</li> </ul> <p><b>Health and Body:</b></p> <ul style="list-style-type: none"> <li>- body parts</li> <li>- illness and injury</li> <li>- clothing</li> </ul> <p><b>Other Areas:</b></p> <ul style="list-style-type: none"> <li>- any other lexical fields that meet the needs and interests of students</li> </ul>
<p><b>Personal Domain:</b></p> <ul style="list-style-type: none"> <li>- personal identity</li> <li>- relationships</li> <li>- pets, animals</li> <li>- the home</li> <li>- daily routines</li> <li>- future plans</li> </ul> <p><b>Leisure and Recreation:</b></p> <ul style="list-style-type: none"> <li>- hobbies</li> <li>- interests</li> <li>- sports and exercise</li> <li>- entertainment</li> <li>- travel and vacation</li> <li>- transportation</li> </ul>	<p><b>Education:</b></p> <ul style="list-style-type: none"> <li>- subjects and timetables</li> <li>- school facilities</li> <li>- classroom routines</li> <li>- school systems</li> </ul> <p><b>Food:</b></p> <ul style="list-style-type: none"> <li>- restaurants</li> <li>- shopping</li> <li>- nutrition</li> </ul> <p><b>Popular Culture:</b></p> <ul style="list-style-type: none"> <li>- music</li> <li>- mass media</li> <li>- fashion</li> <li>- advertising</li> </ul>	<p><b>Landeskunde:</b></p> <ul style="list-style-type: none"> <li>- geography/topography</li> <li>- climate, weather, seasons</li> <li>- European context</li> <li>- contemporary life and issues</li> <li>- German civilization</li> <li>- literature and folklore</li> </ul> <p><b>Health and Body:</b></p> <ul style="list-style-type: none"> <li>- body parts</li> <li>- illness and injury</li> <li>- clothing</li> </ul> <p><b>Other Areas:</b></p> <ul style="list-style-type: none"> <li>- any other lexical fields that meet the needs and interests of students</li> </ul>		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Guessing Game

Invite a student to the front of the class and have him or her sit in a chair facing away from the board. Write a theme on the board, e.g., technology, and ask the rest of the students to provide words and phrases related to the theme. Once the student in the chair guesses the theme correctly, another student takes the seat and another theme is chosen.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

### Anecdotal Notes

Observe students as they provide words during the guessing game. Note and record how well they are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.4 grammatical elements
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize and use, in modelled situations, <sup>★</sup> the following grammatical elements: <ul style="list-style-type: none"> <li>– sentence structure: subject–object inversion</li> <li>– prepositions with genitive</li> <li>– <i>da-</i> and <i>wo-</i> compounds (e.g., <i>wofür</i>, <i>darauf</i>)</li> <li>– possessive pronouns in genitive</li> </ul>

★ 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.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Word Order

Show the students the benefits of the four cases in German by explaining how subject-object inversion works; e.g., *Der Hund beißt den Mann.* (The dog bites the man.) means the same thing if one rewrites the sentence as *Den Mann beißt der Hund.* Present the students with other examples of subject–object word order and guide them through inversion; e.g., *Ich schenke meiner Tante Blumen.* (I give my aunt flowers.) changes to *Meiner Tante schenke ich Blumen.* Encourage the students to use this flexibility of sentence structure in their compositions.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use, in modelled situations, the [given] grammatical elements?

### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they invert sentences. Students use the rating scale to assess how well they are able to use, in modelled situations, subject-object inversion (see sample blackline master in Appendix D: Self-assessment Rating Scale).



<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>b. use, in structured situations,* the following grammatical elements:</p> <ul style="list-style-type: none"> <li>– simple past</li> <li>– modal verbs in simple past (e.g., <i>konnte, musste</i>)</li> <li>– reflexive verbs</li> <li>– sentence structure: subject, object, indirect object</li> <li>– relative clauses in nominative and accusative</li> <li>– personal pronouns in dative</li> <li>– adjectival endings (case, number, gender)</li> <li>– comparison of adjectives (all forms)</li> <li>– position of adverbs of preference (e.g., <i>gern</i>)</li> <li>– structure of compound sentences</li> </ul>

★ 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.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### In the Past

Provide the students with a short text of a dialogue written in the perfect tense. Have the students work in pairs to read through the dialogue and address any comprehension concerns. Then, have the students rewrite the dialogue as descriptive text, changing the perfect tense to the past tense; e.g., *Was haben sie gestern gemacht?* (What did they do yesterday?) becomes *Was machten sie gestern?*

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- use, in structured situations, the [given] grammatical elements?

### Rating Scale

Create an outcome-based rating scale and share it with the students before they rewrite the dialogue. Use the rating scale to assess how well students are able to use, in structured situations, verbs in simple past (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-3</b> attend to form	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-3.4 grammatical elements
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>c. use, independently and consistently,* the following grammatical elements:</p> <ul style="list-style-type: none"> <li>– plural of nouns</li> <li>– modal verbs in present tense</li> <li>– future tense</li> <li>– simple past forms: <i>hatte, war</i></li> <li>– imperative mood (all forms)</li> <li>– personal pronouns in accusative</li> <li>– sentence structure: time/manner/place</li> <li>– subordinate clauses beginning with <i>weil, dass</i></li> <li>– possessive pronouns in dative</li> <li>– prepositions with accusative and dative</li> <li>– infinitive phrases and clauses</li> <li>– formal address (<i>Sie</i>)</li> </ul>

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Warum and Weil?**

On a regular basis, begin the class by asking students “why” questions; e.g., *Warum lernst du Deutsch?* (Why do you study German?) or *Warum ist Schnee weiß?* (Why is snow white?). Have the students reply using full sentences and the word *weil* (because), as well as the correct word order.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use, independently and consistently, the [given] grammatical elements?

#### **Anecdotal Notes**

Observe students as they respond to “why” questions using *weil*. Note and record how well they are able to use, independently and consistently, subordinate clauses beginning with *weil, dass* (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of how discourse is organized, structured and sequenced in German	<b>30-3Y</b>
<b>Strand</b>	LC-4.1 text forms		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use knowledge of text forms to enhance comprehension and production of texts		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Storyboard

Divide the students into groups and ask them to create a storyboard for a short story read in class. Have the students include in their storyboards what characters are in the frame and how they are moving, what the characters are saying to each other and how much time has passed since the last frame. The storyboard should include, in sequence, at least five events from the story. Have the students illustrate their storyboards with drawings or photographs cut from magazines.

Revisit this activity throughout the year and vary the text form; e.g., playscript, news article, poem, song.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use knowledge of text forms to enhance comprehension and production of texts?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they create their storyboards. Students use the checklist to determine if their peers are able to use knowledge of text forms to enhance comprehension and production of texts (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Language Competence</b>	<p><b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.</p>	<p><b>Cluster Heading</b> <b>LC-4</b> apply knowledge of how discourse is organized, structured and sequenced in German</p>	<b>30-3Y</b>
<b>Strand</b>	LC-4.2 patterns of social interaction		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use a range of social interaction patterns in guided and unguided situations		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Borrowing and Permission**

Review how to use German to borrow objects from classmates or to ask permission from the teacher, and how to respond using a variety of social interaction patterns. Post a list of these common expressions and challenge the students to use only German for these types of interactions.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use a range of social interaction patterns in guided and unguided situations?

#### **Observation Checklist**

Create an outcome-based checklist and share it with the students after the review. Use the checklist to assess if students are able to use a range of social interaction patterns in guided and unguided situations (see sample blackline master in Appendix D: Observation Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-4</b> apply knowledge of how discourse is organized, structured and sequenced in German	<b>30-3Y</b>
	<b>Strand</b>	LC-4.3 cohesion/coherence	
	<b>Specific Outcome</b>	<i>Students will be able to:</i> a. organize and produce coherent texts, using a variety of conventions; e.g., time sequencing, cause and effect, instructions	

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**A Fan Letter**

Have the students write a fan letter to a musician, an entertainer or an actor. The letter should include a brief history of how the student has enjoyed the work of the celebrity, organized in a logical, sequential way.

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Do the students:

- organize and produce coherent texts, using a variety of conventions?

**Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with the students before they write a fan letter. Students use the checklist to determine if they are able to organize and produce coherent texts, using a variety of conventions (see sample blackline master in Appendix D: Self-assessment Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of sociocultural context	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.1 register
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore formal and informal uses of language in a variety of contexts

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Formal and Informal Dialogues

Discuss different situations in which formal or informal language is used. Have the students work in pairs to create dialogues for formal and informal situations; e.g., a citizen is speaking with the mayor, two friends discuss a concert they plan to see. In their dialogues, students consider the formal register, e.g., *Meine Damen and Herren, darf ich Sie einladen?* (Ladies and gentlemen, may I invite you ...?), and informal register; e.g., *Kommst du mit ins Kino?* (Will you come along to the movie?).

#### Storyboard

Have the students prepare a storyboard using digital photographs of family or friends for their characters. They are to use informal language; e.g., *Hallo. Wie geht's dir/Wie geht es euch?* (Hello. How are you?).

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore formal and informal uses of language in a variety of contexts?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they create their dialogues. Use the checklist to assess if students are able to explore formal and informal uses of language in a variety of contexts (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

#### Learning Log

Have the students reflect on their learning and how well they were able to explore formal and informal uses of language in their storyboards.

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of sociocultural context	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.2 idiomatic expressions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify unfamiliar idiomatic expressions in a variety of contexts

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Idiomatic Expressions

Provide the students with unfamiliar idiomatic expressions in context. Have them guess what they think the expressions might mean, and then provide the actual meanings. For example, “*Das ist ganz großes Kino.*” literally translates as “It’s a great big movie theatre” but actually means “This is melodramatic.”

Have the students find one or two more idiomatic expressions and represent them visually.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify unfamiliar idiomatic expressions in a variety of contexts?

#### Informal Observation

Observe students as they find examples of idiomatic expressions. Make mental notes of the extent to which students are able to identify unfamiliar idiomatic expressions in a variety of contexts. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of sociocultural context	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.2 idiomatic expressions
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. explore and interpret idiomatic expressions in popular, contemporary culture

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Idiom Bluffs

Divide the students into groups of three and give each group a set of German idioms from popular culture, as well as some index cards. Have each group read and understand the idioms and write each idiom on the front of an index card. On the back of the card, have students write the real definition and two false definitions. Lastly, have the groups read their idioms aloud and have the rest of the class guess the true definition.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore and interpret idiomatic expressions in popular, contemporary culture?

#### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they compose definitions for idioms and play the game. Students use the rating scale to assess how well they are able to explore and interpret idiomatic expressions in popular, contemporary culture (see sample blackline master in Appendix D: Self-assessment Rating Scale).



<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of sociocultural context	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.3 variations in language
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize and adapt to regional and other differences in German as spoken throughout the world

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Brochures

Compile a collection of German brochures dealing with entertainment. Divide the students into groups and provide each group with a brochure. Have them examine the language of the brochure and determine the nature of the intended audience. Then have them adapt parts of the brochure so that the language reflects a different audience; e.g., older, younger, from a different region or country. Revisit this activity throughout the year and vary the text.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize and adapt to regional and other differences in German as spoken throughout the world?

#### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they adapt the brochures. Students use the rating scale to assess how well they are able to recognize and adapt to regional and other differences in German as spoken throughout the world (see sample blackline master in Appendix D: Self-assessment Rating Scale).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of sociocultural context	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.4 social conventions
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. use basic forms and conventions of politeness, and use appropriate oral forms of address

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Video Clips

Have the students brainstorm a list of social conventions that are used in daily classroom discourse; e.g., *Hallo!* (greeting or hi), *Bitte!* (please), *Tschüss!* (bye-bye). Then have the students produce a video clip of a conversation that clearly demonstrates a variety of proper conventions and basic politeness; e.g., eye contact, intonation of voice, shaking hands. Have the students share their clips with one another.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use basic forms and conventions of politeness, and use appropriate oral forms of address?

#### Informal Observation

Observe students as they create and present their video clips. Make mental notes of the extent to which students are able to use basic forms and conventions of politeness, and use appropriate oral forms of address. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of sociocultural context	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.4 social conventions
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. interpret social conventions encountered in oral and written texts and situations

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Formal and Informal

Have the students listen to a variety of telephone conversations and highlight the differences between formal and informal dialogue. Have them dramatize telephone conversations between different people and in different situations. Facilitate student role-plays and encourage them to use proper conversation techniques when using the telephone.

**Extension Activity:** Have the students practise leaving short German messages in a simulated voice mailbox or electronically through twitter and e-mail.

### Examining Dialogues

Review different dialogue pieces that reflect different situations; e.g., buying groceries; talking with your neighbour; speaking with visitors; chatting with friends; talking to the principal, a store clerk or a friend’s parent. Discuss the differences in language in the various situations. Note the differences on the board. Throughout the year, provide opportunities for student echo-acting routines and role-plays in which students practise politeness conventions and adjust language to fit a variety of contexts.

### Videos

View various videos and have the students decide whether the situation portrayed is formal or informal; e.g., a weather report, two friends talking, commentators at a sports event, a mother talking to her child, a news program, students talking to their teacher.

**Extension Activity:** After viewing German videocasts or samples of television programs, have the students dramatize a weather report, a sports event or a news program.

### Encouraging Politeness

During class activities, draw students’ attention to examples of basic politeness conventions. Encourage students to demonstrate politeness behaviours and use basic politeness conventions; e.g.,

- during cooperative activities; e.g., sharing of ideas, materials, group work
- role-play a telephone conversation, introducing themselves
- extend appropriate greetings to the teacher and others
- say *Guten Appetit* when eating lunch
- say *Ich drücke dir die Daumen*, for example, to support another student who has a competition.

<b>Strand</b>	LC-5.4 social conventions
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. interpret social conventions encountered in oral and written texts and situations

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- interpret social conventions encountered in oral and written texts and situations?

### Informal Observation

Observe students as they participate in a role-play activity. Make mental notes of the extent to which students are able to explore and use a variety of social conventions. Offer feedback, encouragement and praise as needed.

### Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to interpret the use of common social conventions in oral and written texts, in guided situations (see sample blackline master in Appendix D: Observation Checklist).

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of sociocultural context	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.5 nonverbal communication
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. understand and use common nonverbal behaviours in a variety of contexts; e.g., norms of personal space

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### How Do We Communicate Nonverbally?

Brainstorm with students several ways in which we communicate nonverbally in North America. Then present the students with common gestures from German-speaking countries, or ask a speaker from a German-speaking country to come to class and demonstrate such gestures, using drawings or video as support. Have the students practise the gestures and encourage them to use them in class. As an extension, students could work in groups to prepare a skit in which one or more of the gestures would be used.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- understand and use common nonverbal behaviours in a variety of contexts?

#### Informal Observation

Observe students as they practise the common gestures. Make mental notes of the extent to which students are able to understand and use common nonverbal behaviours in a variety of contexts. Offer feedback, encouragement and praise as needed.

<b>Language Competence</b>	<b>General Outcome</b> Students will understand and produce German <b>effectively</b> and <b>competently</b> in spoken and written forms.	<b>Cluster Heading</b> <b>LC-5</b> apply knowledge of sociocultural context	<b>30-3Y</b>
----------------------------	--	--	--------------

<b>Strand</b>	LC-5.5 nonverbal communication
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. avoid nonverbal behaviours that are considered impolite

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Politeness Campaign

Discuss impolite behaviours and have the students brainstorm to create a class list of impolite nonverbal behaviours. Have the students work in small groups and use digital publishing software to create a brochure, pamphlet or poster that discourages impolite nonverbal behaviours and encourages polite behaviours.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- avoid nonverbal behaviours that are considered impolite?

#### Informal Observation

Observe students as they discuss impolite nonverbal behaviours and as they work in groups. Make mental notes of the extent to which students are able to avoid nonverbal behaviours that are considered impolite. Offer feedback, encouragement and praise as needed.

## Global Citizenship

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples	<b>30-3Y</b>
<b>Strand</b>	GC-1.1 gaining/applying knowledge of German cultures		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore and identify some important aspects of German culture and history; e.g., fairy tales, stories, movies, key historic events and their lasting impact		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### The Influence of German History

Have the students use a variety of resources, such as the Internet and history books, to identify historic events of German origin that have influenced contemporary ways of life and cultural values; e.g., Johannes Gutenberg and the invention of the printing press. Ask the students to compile their work in a wiki and update and add to it throughout the year.

**Caution:** Students should be monitored when they use the Internet.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore and identify some important aspects of German culture and history; e.g., fairy tales, stories, movies, key historic events and their lasting impact?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they create their wiki. Use the rating scale to assess how well students are able to explore and identify some important aspects of German culture and history (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

<b>Global Citizenship</b>	<p><b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the German-speaking world.</p>	<b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples	<b>30-3Y</b>
<b>Strand</b>	GC-1.2 diversity within German cultures		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize and explore the impact of diversity on contemporary German-speaking communities		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Diversity

Select an aspect of culture and explore how diversity has affected it over time in Germany. For example, German literature has changed dramatically due to the influence of diversity. Students' perceptions of what German literature is might change after reviewing examples of *Gastarbeiter* (guestworker) literature and migrant literature. Have the students select an excerpt and create a visual representation that recognizes the influence of diversity. Have the students share their representations with classmates.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize and explore the impact of diversity on contemporary German-speaking communities?

#### Learning Log

Have the students reflect on their learning and on how well they were able to recognize and explore the impact of diversity on contemporary German-speaking communities. Some sample sentence starters include:

- I learned that ...
- An example of diversity I hadn't considered before was ...
- I would like to learn more about ...



<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples	<b>30-3Y</b>
<b>Strand</b>	GC-1.3 analyzing cultural knowledge		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. organize and present information about elements of German cultures in a variety of ways		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Holidays and Festivals

Have the students research German holidays and festivals; e.g., *Tag der Deutschen Einheit* (Day of German unity), *Nikolaustag* (St. Nicholas Day), *Pfingsten* (Pentecost). After researching, have the students create presentations that describe and explain the customs and traditions used for each holiday and/or festival. Encourage the students to organize and present the information in a variety of ways; e.g., interactive calendar, coffee-table book, video montage.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- organize and present information about elements of German cultures in a variety of ways?

#### Rubric

Collaboratively create an outcome-based rubric with the students before they create their presentations. Use the rubric to evaluate how well students are able to organize and present information about elements of German cultures in a variety of ways (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples	<b>30-3Y</b>
<b>Strand</b>	GC-1.3 analyzing cultural knowledge		
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. analyze own assumptions and perspectives about German cultures and peoples		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Assumptions

Ask the students to reflect on and present any preconceived assumptions that they had about German cultures and people before entering German 10. List the students' responses on the board. Select one response and guide students through an analysis of it. For example, "German people have no sense of humour" could be broken down to mean, "no German comedians," "they don't smile or laugh often," "they don't have fun," "they are usually very serious." Present primary sources that refute such assumptions; e.g., video clips of German comedians, and discuss how their initial assumptions have changed over time. Have the students analyze a variety of their own assumptions.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- analyze own assumptions and perspectives about German cultures and peoples?

#### Learning Log

Have the students reflect on their learning and on how well they were able to analyze their own assumptions and perspectives about German cultures and peoples. Some sample sentences include:

- I used to think that ...
- Now I see that ...
- My views changed because ...

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-1</b> historical and contemporary elements of the cultures of German-speaking peoples	<b>30-3Y</b>
	<b>Strand</b>	GC-1.4 valuing German cultures	
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. seek out and use opportunities to interact with German-speaking people in the community and throughout the world		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### E-pals

Establish contact with another German class in Alberta or Canada and organize a way for students to communicate with them; e.g., e-mail or video call. With the students, collaboratively create a list of questions to ask during the first conversation session. Questions can range from basic personal questions to ones about German culture.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- seek out and use opportunities to interact with German-speaking people in the community and throughout the world?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they contact their e-pals. Use the checklist to assess if students are able to seek out and use opportunities to interact with German-speaking people in the community and throughout the world (see sample blackline master in Appendix D: Observation Checklist).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-2</b> affirming and valuing diversity	<b>30-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-2.1 awareness of English
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. analyze the ways that English and German are significantly different and the ways that they are the same

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Venn Diagrams

Have the students work individually or in pairs to create Venn diagrams that illustrate how German and English are the same and different. Combine the students' diagrams to create a class Venn diagram that includes everyone's ideas and thoughts.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- analyze the ways that English and German are significantly different and the ways that they are the same?

#### Learning Log

Have the students reflect on their learning and how well they were able to analyze the ways that English and German are significantly different and the ways that they are the same.

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC–2</b> affirming and valuing diversity	<b>30-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC–2.2 general language knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify how and why languages borrow from one another

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Linguistic Family Tree

Display a family tree of Indo-European languages and guide the students through an examination of what languages are related, in what countries those languages are spoken and where those countries are located. Have the students discuss reasons for the borrowing of words across languages. Examine contemporary words like “e-mail” or “politically correct” and explore equivalents in other languages.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify how and why languages borrow from one another?

#### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they discuss the borrowing of words across languages. Students use the rating scale to assess how well they are able to identify how and why languages borrow from one another (see sample blackline master in Appendix D: Self-assessment Rating Scale).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC–2</b> affirming and valuing diversity	<b>30-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC–2.2 general language knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. recognize that languages and their status evolve/change over time

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Language Maps

Divide the students into small groups and assign each group a country that used to be a world power; e.g., Portugal, the Netherlands, Spain. Instruct the students to research when in history that country was an empire and where the empire dominated. Explore where the language of the country is spoken today and compare this to the boundaries of the old empire. Have the students share their results with classmates.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize that languages and their status evolve/change over time?

#### Rubric

Collaboratively create an outcome-based rubric with the students before they explore past empires. Use the rubric to evaluate how well students are able to recognize that languages and their status evolve/change over time (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-2</b> affirming and valuing diversity	<b>30-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-2.3 awareness of Canadian culture
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify shared references and significant events that have had an impact on both Canadian and German cultures

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Important Celebrations

As a class, discuss important celebrations of the German-speaking world; e.g., *Ostern* (Easter), *Silvester* (New Year’s Eve), *Weihnachten* (Christmas), *Fasching* (Carnival). Have each student conduct an in-depth study of one of these celebrations and give a presentation to the class, noting how the event upon which the celebration is based has an impact on both German and Canadian cultures.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify shared references and significant events that have had an impact on both Canadian and German cultures?

#### Learning Log

Have the students reflect on their learning and how well they were able to identify shared references and significant events that have had an impact on both Canadian and German cultures.

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-2</b> affirming and valuing diversity	<b>30-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-2.4 general cultural knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. recognize that different cultures may have different interpretations of texts, cultural practices or products

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Interpretation Search

Select a famous text, story, movie or author; e.g., the plays of Shakespeare, tales of the knights of the round table, Titanic. Have the students explore interpretations of the text in different cultures. Encourage the students to look for literary critiques, movie reviews and German-language versions of the text on the Internet. Discuss how people of different cultures interpreted the text.

**Caution:** Students should be monitored when they use the Internet.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize that different cultures may have different interpretations of texts, cultural practices or products?

#### Learning Log

Have the students reflect on their learning and how well they were able to recognize that different cultures may have different interpretations of texts, cultural practices or products.



<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC–2</b> affirming and valuing diversity	<b>30-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC–2.4 general cultural knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. recognize that communication can be affected by different cultural practices; e.g., gestures, perspectives and values

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Nonverbal Behaviours

Have the students research, either through tools like the Internet or by brainstorming as a class, examples of gestures and nonverbal behaviours that differ across cultures, as well as how these gestures can affect communication. Have the class discuss the importance of understanding such gestures and recognizing that within any culture there are important differences in the way people behave.

**Caution:** Students should be monitored when they use the Internet.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize that communication can be affected by different cultural practices; e.g., gestures, perspectives and values?

#### Informal Observation

Observe students as they participate in the class discussion. Make mental notes of the extent to which students are able to recognize that communication can be affected by different cultural practices; e.g., gestures, perspectives and values. Offer feedback, encouragement and praise as needed.

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-2</b> affirming and valuing diversity	<b>30-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-2.4 general cultural knowledge
<b>Specific Outcome</b>	<i>Students will be able to:</i> c. seek out opportunities to interact with people from other cultures who have an interest in learning about the German language and cultures

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Pen Pals/E-pals

Have the students write a letter or e-mail a pen pal from another German-language program with the intent to seek out information on why they are studying the German language. Have the students share the responses as a class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- seek out opportunities to interact with people from other cultures who have an interest in learning about the German language and cultures?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they write their e-pals or pen pals. Use the checklist to assess if students are able to seek out opportunities to interact with people from other cultures who have an interest in learning about the German language and cultures (see sample blackline master in Appendix D: Observation Checklist).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC–2</b> affirming and valuing diversity	<b>30-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC–2.5 intercultural skills
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore various strategies for enhancing communication with people from German and other cultures

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### The Influence of Technology

Lead a brainstorm on the technologies and modes that facilitate communication with people from other countries and cultures; e.g., social networking sites, video calling, instant messaging, blogging. Discuss the pros and cons of these technologies and encourage students to take advantage of the ones with which they feel comfortable.

**Caution:** Students should be monitored when they use the Internet.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore various strategies for enhancing communication with people from German and other cultures?

#### Anecdotal Notes

Observe students as they brainstorm and discuss communication technologies and modes. Note and record how well they are able to identify and use various strategies for enhancing communication with people from German and other cultures (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-3</b> personal and career opportunities	<b>30-3Y</b>
---------------------------	--	---	--------------

<b>Strand</b>	GC-3.1 German language and culture
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. explore opportunities for further studies or careers related to German

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Field Trip

Plan a field trip to a business where German is spoken; e.g., German bookstore, radio station, shop, restaurant, travel agency, German/Canadian committee offices. Arrange the trip so that students can converse with the owner and/or employees and learn about the opportunities that knowledge of the German language provides.

#### School Counsellor

Have the students invite the school counsellor to come in and discuss fields of study, post-secondary institutions and career paths for which knowledge of a different language and culture is needed or is useful.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore opportunities for further studies or careers related to German?

#### Learning Log

Have the students reflect on their learning and how well they were able to explore opportunities for further studies or careers related to German.

#### Anecdotal Notes

Observe students as they participate in the discussion. Note and record how well they are able to explore opportunities for further studies or careers related to German (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-3</b> personal and career opportunities	<b>30-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-3.1 German language and culture
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. identify aspects of German cultures that are of personal interest

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Let Me Tell You About

Have the students identify an aspect of German cultures that they enjoy; e.g., a work of art, form of entertainment, piece of music. Then, have the students conduct research on their selection. Ask the students to then present to the class and allow for discussion and questions.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify aspects of German cultures that are of personal interest?

#### Anecdotal Notes

Observe students as they research aspects of German cultures and present to the class. Note and record how well they are able to identify aspects of German cultures that are of personal interest (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-3</b> personal and career opportunities	<b>30-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-3.2 cultural and linguistic diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Show and Tell

Have the students identify an aspect of the history, literature, arts and crafts of a culture that they enjoy; e.g., a painting, television show, song/group, comic book. Then, have the students conduct research on their selection and present to the class in a “show and tell” fashion.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they research and present on the culture of their choice. Use the checklist to assess if students are able to identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

<b>Global Citizenship</b>	<b>General Outcome</b> Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the German-speaking world.	<b>Cluster Heading</b> <b>GC-3</b> personal and career opportunities	<b>30-3Y</b>
-------------------------------	--	---	--------------

<b>Strand</b>	GC-3.2 cultural and linguistic diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. identify some careers that use knowledge of international languages and cultures, and intercultural skills

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Career Exploration

Have the students brainstorm jobs or careers for which they think knowledge of a second language or culture would be useful. Have the students look through career booklets or on the Internet for language-related careers (e.g., [alis.gov.ab.ca](http://alis.gov.ab.ca)) and identify jobs in a variety of areas, for example:

- hospitality
- business
- travel
- manufacturing
- science
- food preparation/service
- government.

Have the students choose one career opportunity and write a paragraph in which they imagine themselves in that career. In the paragraph, have the students describe how they would use their knowledge of a second language and culture.

**Caution:** Students should be monitored when they use the Internet.

#### Interview Time

Have the students conduct interviews with a variety of adults to find out how knowing another language either has or would have helped in his or her job(s). Encourage the students to interview a variety of adults from a variety of professions or fields. Then, based on their interviews, have the students write a brief summary of their findings and share it with classmates.

<b>Strand</b>	GC–3.2 cultural and linguistic diversity
<b>Specific Outcome</b>	<i>Students will be able to:</i> b. identify some careers that use knowledge of international languages and cultures, and intercultural skills

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- identify some careers that use knowledge of international languages and cultures, and intercultural skills?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they explore careers. Use the checklist to assess if students are able to identify some careers that use knowledge of international languages and cultures, and intercultural skills (see sample blackline master in Appendix D: Observation Checklist).

### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they conduct their interviews. Students use the rating scale to assess if they are able to identify some careers that use knowledge of international languages and cultures, and intercultural skills (see sample blackline master in Appendix D: Self-assessment Rating Scale).



## Strategies

<b>Strategies</b>	<p><b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.</p>	<p><b>Cluster Heading</b> <b>S-1</b> language learning</p>	<b>30-3Y</b>
<b>Strand</b>	S-1.1 cognitive		
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. select and use a variety of cognitive strategies to enhance language learning; e.g., seek the precise term, look for patterns and relationships</p>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### How to Use a Dictionary

Have the students create a “how-to” for using German–English dictionaries (paper or online). Have the students copy down an entry for a word from a German–English dictionary exactly as it appears in the dictionary. Working individually or with a partner, have the students identify what every part of the entry means, including abbreviations and what is written in parentheses. These entries are then used to create classroom posters in which a dictionary entry is labelled and explained.

**Caution:** Students should be monitored when they use the Internet.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- select and use a variety of cognitive strategies to enhance language learning?

#### Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they create a dictionary. Have the students use the checklist to determine if their peers are able to select and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix D: Peer-assessment Checklist).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S–1</b> language learning	<b>30-3Y</b>
-------------------	---	--	--------------

<b>Strand</b>	S–1.2 metacognitive
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. select and use a variety of metacognitive strategies to enhance language learning; e.g., monitor speech and writing to check for persistent errors, evaluate own performance

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Learning Log

At various stages of a lesson (i.e., before, during and after), have the students write about their learning in their learning logs, including such things as:

Before beginning a unit or lesson:

- What do I think I will learn?
- What do I already know about the topic?
- What do I hope we will do during this lesson?

During the lesson:

- What things have I enjoyed the most?
- What things do I have trouble with or need to work on?
- How can I improve?

After the lesson:

- What strategies did I use?
- What things do I still need to work on?
- How have I used what I learned outside of school?

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- select and use a variety of metacognitive strategies to enhance language learning?

#### Learning Log

Have the students reflect on their learning and how well they were able to select and use a variety of metacognitive strategies to enhance language learning.

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S–1</b> language learning	<b>30-3Y</b>
<b>Strand</b>	S–1.3 social/affective		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. select and use a variety of social and affective strategies to enhance language learning; e.g., brainstorm, experiment with various forms of expression		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Cooperative Learning

Ask the students to work cooperatively with peers, in small groups and in a variety of learning situations; e.g., work together to interpret a text.

- No. 1 Divide the students into groups and have them work together to interpret a short text in German. Have every student in the group take a turn reading the text before he or she begins. Have the students summarize the text and present their summary to the rest of the class.
- No. 2 Distribute a simple text to students. Divide students into groups and tell them they have to work together to read the text to summarize it. Have the groups discuss strategies for interpreting the text; e.g., looking for key words, looking for cognates. Have the groups discuss how well their strategies worked and what they would do differently next time.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- select and use a variety of social and affective strategies to enhance language learning?

#### Anecdotal Notes

Observe students as they work together to interpret the text. Note and record how well they are able to select and use a variety of social and affective strategies to enhance language learning (see sample blackline master in Appendix D: Anecdotal Notes).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> S–2 language use	<b>30-3Y</b>
-------------------	---	--	--------------

<b>Strand</b>	S–2.1 receptive
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. select and use a variety of reading and listening strategies to aid comprehension; e.g., use skimming and/or scanning to locate key information

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Prediction

Before they read a text, have the students predict what it is about based on the title and illustrations. Before a guest speaker arrives, have the students make predictions about what they expect to hear based on what they already know about the topic.

**Extension Activity:** When the students are reading a story or magazine article that they do not understand, encourage them to look at the pictures, general context, titles and subtitles.

#### Summarizing Text

Divide the students into groups and have them read a text and summarize it. Encourage the groups to use strategies, such as preparing questions, to help them note information found in the text, looking for key words and rereading several times to improve understanding.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- select and use a variety of reading and listening strategies to aid comprehension?

#### Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they make predictions. Students use the checklist to determine if they are able to select and use a variety of reading and listening strategies to aid comprehension. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they summarize the text. Use the checklist to assess if students are able to select and use a variety of reading and listening strategies to aid comprehension (see sample blackline master in Appendix D: Observation Checklist).

<b>Strategies</b>	<p><b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.</p>	<b>Cluster Heading</b> S–2 language use	<b>30-3Y</b>
<b>Strand</b>	S–2.2 productive		
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. select and use a variety of speaking and writing strategies; e.g., use a variety of resources to correct texts, experiment with multiple ways of expressing meaning</p>		

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Keep on Talking

Have the students discuss, in German, an event they have recently participated in; e.g., a sports game, school activity. Before beginning, encourage the students to identify strategies to keep the dialogue going in German.

### The Writing Process

After viewing different examples of basic familiar fables or fairy tales, have the students create their own texts with illustrations following a chosen pattern. Follow the writing process; e.g., prewriting (gathering ideas, planning the text, organizing the text), writing, revision (rereading, moving and rewriting pieces of the text), correction (grammar, spelling and punctuation) and publication (reprinting, adding illustrations). Encourage the students to experiment with new vocabulary, apply known grammar rules to improve their texts and to avoid difficult structures by rephrasing.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- select and use a variety of speaking and writing strategies?

### Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to select and use a variety of speaking and writing strategies. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they write a text. Students use the rating scale to assess how well they are able to select and use a variety of speaking and writing strategies (see sample blackline master in Appendix D: Self-assessment Rating Scale).

<b>Strategies</b>	<p><b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.</p>	<p><b>Cluster Heading</b> S–2 language use</p>	<b>30-3Y</b>
<b>Strand</b>	S–2.3 interactive		
<b>Specific Outcome</b>	<p><i>Students will be able to:</i></p> <p>a. select and use a variety of interactive strategies; e.g., use other speakers’ words in subsequent conversations</p>		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Classroom Conversation

Provide opportunities for the students to interact with others in the class. Before beginning, review possible interactive strategies to practise; e.g.,

- indicate a lack of understanding verbally or nonverbally
- interpret and use a variety of nonverbal cues to communicate
- ask for classification or repetition when the student does not understand.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- select and use a variety of interactive strategies?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before the classroom conversations. Use the checklist to assess if students are able to select and use a variety of interactive strategies (see sample blackline master in Appendix D: Observation Checklist).

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S-3</b> general learning	<b>30-3Y</b>
-------------------	---	---	--------------

<b>Strand</b>	S-3.1 cognitive
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. select and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide inquiry

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Fact Versus Opinion

While students are conducting research about a particular topic, facilitate a class discussion about how to distinguish between fact and opinion. For example, when determining whether or not the individual’s statement is fact or opinion, consider things such as his or her intentions or agenda, background, age, political views and religious views. Divide the students into small groups and provide each group with a contemporary quote from the news. Have groups discuss the quote and determine whether it is more fact-based or opinion-based and why.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- select and use a variety of cognitive strategies to enhance general learning?

#### Learning Log

Have the students reflect on their learning and how well they were able to select and use a variety of cognitive strategies to enhance general learning.

<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S–3</b> general learning	<b>30-3Y</b>
-------------------	---	---	--------------

<b>Strand</b>	S–3.2 metacognitive
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. select and use a variety of metacognitive strategies to enhance general learning; e.g., reflect upon their thinking processes and how they learn

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Planning for a Task

Before beginning a task, have the students plan the steps they will take to complete the task, dividing the overall learning task into a number of subtasks for an individual to do alone or for group members to do as part of a group assignment. For example, the students plan to visit a bilingual Kindergarten or Grade 1 class to present a play, dance or song. They brainstorm the steps they will take to complete the task and, if working in a group, record the different tasks/jobs to be done and who is responsible for completing them. Have the students record the process in their learning logs and check their process after completion to see if they followed their plan.

#### Physical Aspects of a Classroom

Have the students consider the management of their physical environment by asking them to consider the role of the following in their learning:

- seating arrangement
- classroom décor
- classroom setting.

**Extension Activity:** Have the students consider their physical environment at home and how it may affect their learning style.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- select and use a variety of metacognitive strategies to enhance general learning?

#### Learning Log

Have the students reflect on their learning and how well they are able to select and use a variety of metacognitive strategies to enhance general learning.



<b>Strategies</b>	<b>General Outcome</b> Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.	<b>Cluster Heading</b> <b>S–3</b> general learning	<b>30-3Y</b>
<b>Strand</b>	S–3.3 social/affective		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. select and use a variety of social and affective strategies to enhance general learning; e.g., take risks, try unfamiliar tasks and approaches		

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Free Exploration

Provide a variety of resources on a variety of topics; e.g., multimedia, newspaper, magazines, videos, books, brochures, audio recordings, comics. Allow the students to explore the resources and choose a topic of study. Encourage the students to follow their natural curiosity to choose a topic.

#### Group Problem Solving

Divide students into small groups, and have them decide on a project; e.g., designing board games for German 10 and 20 classes, creating an advertisement for a product related to a lexical field/unit of study, opening a restaurant. Encourage the students to make decisions on what materials they are going to use, the process involved in planning and so on. When they encounter an issue or problem, have them follow a simple problem-solving model to find a solution. Encourage the students to take risks, even though they may make mistakes.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- select and use a variety of social and affective strategies to enhance general learning?

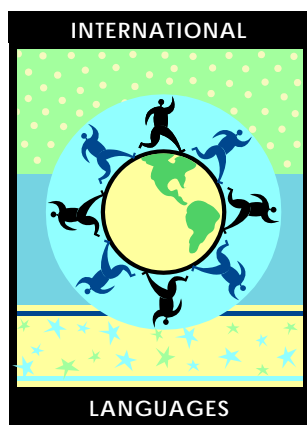
#### Anecdotal Notes

Observe the students as they explore the resources. Note and record how well they are able to select and use a variety of social and affective strategies to enhance general learning (see sample blackline master in Appendix D: Anecdotal Notes).

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they work in groups. Students use the checklist to determine if they are able to select and use a variety of social and affective strategies to enhance general learning (see sample blackline master in Appendix D: Self-assessment Checklist).





# Appendices

## Appendix A: Specific Outcomes Charts

10-3Y Level .....	A-1
20-3Y Level .....	A-13
30-3Y Level .....	A-25

## Appendix B: Planning Tools

Instructional Planning Guide .....	B-1
Year Plan .....	B-2
Unit Plan Overview .....	B-5
Unit Plan A .....	B-7
Unit Plan B .....	B-8
Lesson Plan A .....	B-9
Lesson Plan B .....	B-10
How “Listener Friendly” Is My Instruction? .....	B-11
Examples of General Accommodations .....	B-12
Examples of Instructional Accommodations .....	B-13
Examples of Assessment Accommodations .....	B-14
Sample Text Forms .....	B-15
Alternative Learning Activities Menu .....	B-16
Sample Independent Study Agreement .....	B-17
Group Roles Organizer .....	B-18
Sample List of Learning Strategies .....	B-19
Sample List of Learning Strategies .....	B-20

## Appendix C: Graphic Organizers

How I Contribute to Group Work .....	C-1
How I Can Help My Group .....	C-2
Activity Reflection .....	C-3
Collecting My Thoughts .....	C-4
How to Use KWL Charts .....	C-5
KWL Chart .....	C-6
How to Use a Brainstorming Web .....	C-7
Brainstorming Web .....	C-8
Brainstorming Web .....	C-9

Idea Builder .....	C-10
How to Create a Mind Map .....	C-11
Sample Mind Map .....	C-12
How to Use Venn Diagrams .....	C-13
Venn Diagram .....	C-14
Five Senses Wheel .....	C-15
Triple T-chart .....	C-16
Y-chart .....	C-17
Five Ws and HI .....	C-18
A Day in the Life .....	C-19
How to Use PMI Charts .....	C-20
PMI Chart .....	C-21
What I Have, What I Need .....	C-22
Making a Decision .....	C-23
IDEA Decision Maker .....	C-24
Consider the Alternatives .....	C-25
Influences on Decision Making .....	C-26
Goal-setting Organizer 1 .....	C-27
Goal-setting Organizer 2 .....	C-28
Goal-setting Organizer 3 .....	C-29
Goal-setting Organizer 4 .....	C-30
<b>Appendix D: Assessment Blackline Masters .....</b>	<b>D-1</b>
Self-assessment Checklist .....	D-2
Self-assessment Rating Scale .....	D-4
Peer-assessment Checklist .....	D-6
Self-assessment Checklist and Goal Setting .....	D-8
Long-term Goal Setting .....	D-10
Anecdotal Notes .....	D-12
Observation Checklist .....	D-14
Checklist and Comments 1 .....	D-16
Checklist and Comments 2 .....	D-18
Rating Scale 1 .....	D-20
Rating Scale 2 .....	D-22
Rating Scale 3 .....	D-24
Rubric .....	D-26
Rubric and Checklist .....	D-28

## Appendix A: Specific Outcomes Chart

### 10-3Y LEVEL

<b>A-1 to receive and impart information</b>		<b>10-3Y LEVEL</b>
<b>A-1.1</b> share factual information	<ul style="list-style-type: none"> <li>a. understand and respond to simple questions</li> <li>b. identify people, places and specific things</li> <li>c. ask for and provide basic information</li> </ul>	<b>NOTES:</b>
<b>A-2 to express emotions and personal perspectives</b>		<b>10-3Y LEVEL</b>
<b>A-2.1</b> share ideas, thoughts, opinions, preferences	<ul style="list-style-type: none"> <li>a. express a personal response and simple preferences</li> <li>b. ask about and identify favourite people, places, things and activities</li> </ul>	<b>NOTES:</b>
<b>A-2.2</b> share emotions, feelings	<ul style="list-style-type: none"> <li>a. identify and use expressions for a variety of emotions and feelings; e.g., ask and respond to questions about well-being (<i>Wie geht's?</i>)</li> </ul>	
<b>A-3 to get things done</b>		<b>10-3Y LEVEL</b>
<b>A-3.1</b> guide actions of others	<ul style="list-style-type: none"> <li>a. ask for permission, and make a variety of simple requests</li> <li>b. give and respond to simple oral instructions or commands</li> <li>c. suggest a course of action</li> </ul>	<b>NOTES:</b>
<b>A-3.2</b> state personal actions	<ul style="list-style-type: none"> <li>a. express a wish or a desire to do something</li> <li>b. express ability or inability to do something</li> <li>c. state personal actions in the present</li> </ul>	

<b>A-3 to get things done</b> (continued)		<b>10-3Y LEVEL</b>
<b>A-3.3</b> manage group actions	<ul style="list-style-type: none"> <li>a. express and manage turn taking</li> <li>b. encourage other group members to act appropriately</li> <li>c. ask for help or clarification of what is being said or done</li> </ul>	<b>NOTES:</b>
<b>A-4 to form, maintain and change interpersonal relationships</b>		<b>10-3Y LEVEL</b>
<b>A-4.1</b> manage personal relationships	<ul style="list-style-type: none"> <li>a. exchange greetings and farewells</li> <li>b. address a new acquaintance, and introduce themselves</li> <li>c. exchange some basic personal information</li> </ul>	<b>NOTES:</b>
<b>A-5 to extend their knowledge of the world</b>		<b>10-3Y LEVEL</b>
<b>A-5.1</b> discover and explore	<ul style="list-style-type: none"> <li>a. ask questions to gain knowledge and clarify understanding, and seek information</li> <li>b. investigate the immediate environment</li> </ul>	<b>NOTES:</b>
<b>A-5.2</b> gather and organize information	<ul style="list-style-type: none"> <li>a. gather, organize, categorize and record simple information using a variety of resources; e.g., print, audio, visual, multimedia, human</li> </ul>	
<b>A-5.3</b> explore opinions and values	<ul style="list-style-type: none"> <li>a. respond to the preferences, opinions, ideas and products of others</li> <li>b. recognize differences of opinion</li> <li>c. make connections between behaviour and values</li> </ul>	
<b>A-5.4</b> solve problems	<ul style="list-style-type: none"> <li>a. recognize a problem, and choose between given alternative solutions</li> </ul>	

<b>A-6 for imaginative purposes and personal enjoyment</b>		<b>10-3Y LEVEL</b>
<b>A-6.1</b> humour/fun	a. use German for fun; e.g., rhymes, songs, games, poems, riddles	<b>NOTES:</b>
<b>A-6.2</b> creative/aesthetic purposes	a. use German creatively; e.g., comic strip captions, concrete and/or acrostic poetry, stories	
<b>A-6.3</b> personal enjoyment	a. use German for personal enjoyment; e.g., make a collection of pictures, listen to songs	
<b>LC-1 interpret and produce oral texts</b>		<b>10-3Y LEVEL</b>
<b>LC-1.1</b> aural interpretation	a. understand the main points of short oral texts on familiar topics, in guided situations	<b>NOTES:</b>
<b>LC-1.2</b> oral production	a. produce short, simple oral texts, using familiar structures, in a variety of guided situations	
<b>LC-1.3</b> interactive fluency	a. interact, using a combination of words, phrases and simple sentences, in guided situations	
<b>LC-2 interpret and produce written texts, graphics and images</b>		<b>10-3Y LEVEL</b>
<b>LC-2.1</b> written interpretation	a. understand the main points of short written texts on familiar topics, in guided situations	<b>NOTES:</b>

<b>LC-2 interpret and produce written texts, graphics and images (continued)</b>		<b>10-3Y LEVEL</b>
<b>LC-2.2</b> written production	a. produce short, simple written texts, using familiar structures, in a variety of guided situations	<b>NOTES:</b>
<b>LC-2.3</b> viewing	a. derive meaning from a variety of visuals and other forms of nonverbal communication, in guided situations	
<b>LC-2.4</b> representing	a. express meaning, using a variety of visuals and other forms of nonverbal communication, in guided situations	
<b>LC-3 attend to form</b>		<b>10-3Y LEVEL</b>
<b>LC-3.1</b> phonology	a. distinguish all the sounds of German b. pronounce learned words and phrases comprehensibly c. recognize and imitate intonation to express meaning	<b>NOTES:</b>
<b>LC-3.2</b> orthography	a. recognize and use some basic spelling patterns, and recognize and use capitalization	
<b>LC-3.3</b> lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:	

<b>Personal Domain</b>	<b>Education</b>	<b>Leisure and Recreation</b>	<b>Food</b>
<ul style="list-style-type: none"> <li>• personal identity</li> <li>• relationships</li> <li>• pets, animals</li> <li>• the home</li> <li>• daily routines</li> <li>• future plans</li> </ul>	<ul style="list-style-type: none"> <li>• subjects and timetables</li> <li>• school facilities</li> <li>• classroom routines</li> <li>• school systems</li> </ul>	<ul style="list-style-type: none"> <li>• hobbies</li> <li>• interests</li> <li>• sports and exercise</li> <li>• entertainment</li> <li>• travel and vacation</li> <li>• transportation</li> </ul>	<ul style="list-style-type: none"> <li>• meals</li> <li>• restaurants</li> <li>• shopping</li> <li>• nutrition</li> </ul>



<i>Landeskunde</i>	<b>Health and Body</b>	<b>Popular Culture</b>	<b>Other Areas</b>
<ul style="list-style-type: none"> <li>• geography/topography</li> <li>• climate, weather, seasons</li> <li>• European context</li> <li>• contemporary life and issues</li> <li>• German civilization</li> <li>• literature and folklore</li> </ul>	<ul style="list-style-type: none"> <li>• body parts</li> <li>• illness and injury</li> <li>• clothing</li> </ul>	<ul style="list-style-type: none"> <li>• music</li> <li>• mass media</li> <li>• fashion</li> <li>• advertising</li> </ul>	<ul style="list-style-type: none"> <li>• any other lexical fields that meet the needs and interests of students</li> </ul>

**Note:** Teachers may rearrange groupings and vary the emphasis on lexical fields to meet the needs and interests of students.

<p>LC-3.4 grammatical elements</p>	<p>a. recognize and use, in modelled situations,<sup>1</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• modal verbs in present tense (e.g., <i>kann, darf</i>) and placement of infinitive (e.g., <i>Ich möchte Wasser trinken.</i>)</li> <li>• imperative mood (all forms)</li> <li>• sentence structure: time/manner/place</li> <li>• subordinate clauses beginning with <i>weil, dass</i></li> <li>• prepositions with accusative and dative</li> <li>• position of adverbs of preference (e.g., <i>gern</i>)</li> <li>• structure of compound sentences</li> </ul>	<p><b>NOTES:</b></p>
--	--	----------------------

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.

LC-3 attend to form (continued)		10-3Y LEVEL
LC-3.4 grammatical elements	<p>b. use, in structured situations,<sup>2</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• compound nouns</li> <li>• perfect tense (limited selection of verbs)</li> <li>• separable verbs</li> <li>• articles with familiar nouns in nominative and accusative</li> <li>• possessive pronouns in nominative and accusative</li> <li>• negation (<i>nicht/kein</i>)</li> <li>• comparative form of adjectives (e.g., <i>kleiner als</i>)</li> <li>• formal address (<i>Sie</i> vs. <i>du, ihr</i>)</li> <li>• sentence structure: inversion following expressions of time and/or place (e.g., <i>Heute gehe ich ...</i>)</li> </ul>	<b>NOTES:</b>

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.

LC-3 attend to form (continued)		10-3Y LEVEL
LC-3.4 grammatical elements	<p>c. use, independently and consistently,<sup>3</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• gender and plural of familiar nouns</li> <li>• noun and verb agreement with familiar words</li> <li>• present tense</li> <li>• personal pronouns in nominative</li> <li>• structure of simple declarative sentences (e.g., <i>Karl kauft einen Hut. Gabi wohnt hier.</i>)</li> <li>• yes/no questions (e.g., <i>Hast du eine Katze?</i>)</li> <li>• simple questions using <i>wer, wie, was, wo</i></li> <li>• coordinating conjunctions (<i>und, oder, aber</i>)</li> </ul>	<b>NOTES:</b>

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

LC-4 apply knowledge of how discourse is organized, structured and sequenced in German		10-3Y LEVEL
LC-4.1 text forms	a. identify and use a limited variety of oral and print text forms	<b>NOTES:</b>
LC-4.2 patterns of social interaction	a. initiate interactions and respond using simple interaction patterns; e.g., greeting–response, question–answer	
LC-4.3 cohesion/ coherence	<p>a. link words, phrases and simple sentences using basic connectors; e.g., <i>und, oder, aber</i></p> <p>b. link several sentences coherently</p>	

LC-5 apply knowledge of the sociocultural context		10-3Y LEVEL
LC-5.1 register	a. distinguish between formal and informal situations	NOTES:
LC-5.2 idiomatic expressions	a. understand and use selected idiomatic expressions	
LC-5.3 variations in language	a. recognize individual differences in spoken German; e.g., age, individual speech pattern, social context	
LC-5.4 social conventions	a. use basic forms and conventions of politeness in guided situations; e.g., <i>danken, bitten, Hand geben</i> b. use appropriate oral forms of address in guided situations; e.g., <i>du/Sie, Herr/Frau</i>	
LC-5.5 nonverbal communication	a. understand some common nonverbal behaviours in familiar contexts; e.g., etiquette, table manners	

**GC-1 historical and contemporary elements of the cultures of German-speaking peoples****10-3Y LEVEL**

<b>GC-1.1</b> gaining/applying knowledge of German cultures	<ol style="list-style-type: none"><li>a. observe and participate in activities and experiences that are common among German-speaking peoples; e.g., festivities, cultural events, music, food</li><li>b. identify similarities between German people their own age and themselves; e.g., music, clothing, sports</li></ol>	<b>NOTES:</b>
<b>GC-1.2</b> diversity within German cultures	<ol style="list-style-type: none"><li>a. identify major German-speaking groups throughout the world</li><li>b. identify the various German-speaking countries and their diversity; e.g., maps, flags, weather</li></ol>	
<b>GC-1.3</b> analyzing cultural knowledge	<ol style="list-style-type: none"><li>a. ask questions about aspects of German cultures being studied, and compare those aspects of German cultures with their own; e.g., leisure time, daily routines, part-time jobs</li><li>b. recognize the existence of stereotypes about and within German cultures</li></ol>	
<b>GC-1.4</b> valuing German cultures	<ol style="list-style-type: none"><li>a. show a willingness to participate in cultural activities and experiences</li><li>b. express interest in finding out about German-speaking youth</li></ol>	

<b>GC-2 affirming and valuing diversity</b>		<b>10-3Y LEVEL</b>
<b>GC-2.1</b> awareness of English	a. identify similarities and differences between English and German; e.g., sounds, words, structures, writing conventions, cognates	<b>NOTES:</b>
<b>GC-2.2</b> general language knowledge	a. recognize that languages can be grouped into families based on common origins b. recognize that languages using the same writing system may have differing pronunciations for the same letters/symbols c. recognize that different languages have different writing systems	
<b>GC-2.3</b> awareness of Canadian culture	a. recognize and identify similarities and differences between Canadian and German cultures	
<b>GC-2.4</b> general cultural knowledge	a. recognize that culture is expressed through a variety of forms; e.g., behaviour, stories b. recognize that speakers of the same language may come from different cultural backgrounds c. recognize that geography, climate and history affect the culture of a particular region	
<b>GC-2.5</b> intercultural skills	a. recognize various ways of coping with linguistically and culturally unfamiliar situations	

<b>GC-3 personal and career opportunities</b>		<b>10-3Y LEVEL</b>
<b>GC-3.1</b> German language and culture	<ul style="list-style-type: none"> <li>a. identify a variety of reasons for learning German</li> <li>b. identify some careers for which knowledge of German is useful</li> <li>c. recognize that knowledge of an additional language is an asset to any career</li> </ul>	<b>NOTES:</b>
<b>GC-3.2</b> cultural and linguistic diversity	<ul style="list-style-type: none"> <li>a. suggest some reasons for learning an additional language</li> <li>b. suggest some reasons for participating in activities and experiences that reflect elements of different cultures</li> </ul>	
<b>S-1 language learning</b>		<b>10-3Y LEVEL</b>
<b>S-1.1</b> cognitive	<ul style="list-style-type: none"> <li>a. use simple cognitive strategies, with guidance, to enhance language learning</li> </ul>	<b>NOTES:</b>
<b>S-1.2</b> metacognitive	<ul style="list-style-type: none"> <li>a. use simple metacognitive strategies, with guidance, to enhance language learning</li> </ul>	
<b>S-1.3</b> social/affective	<ul style="list-style-type: none"> <li>a. use simple social and affective strategies, with guidance, to enhance language learning</li> </ul>	

<b>S-2 language use</b>		<b>10-3Y LEVEL</b>
<b>S-2.1</b> receptive	a. use simple reading and listening strategies, with guidance, to aid comprehension	<b>NOTES:</b>
<b>S-2.2</b> productive	a. use simple speaking and writing strategies, with guidance	
<b>S-2.3</b> interactive	a. use simple interactive strategies, with guidance	
<b>S-3 general learning</b>		<b>10-3Y LEVEL</b>
<b>S-3.1</b> cognitive	a. use simple cognitive strategies to enhance general learning	<b>NOTES:</b>
<b>S-3.2</b> metacognitive	a. use simple metacognitive strategies to enhance general learning	
<b>S-3.3</b> social/affective	a. use simple social and affective strategies to enhance general learning	



## 20-3Y LEVEL

<b>A-1 to receive and impart information</b>		<b>20-3Y LEVEL</b>
A-1.1 share factual information	<ul style="list-style-type: none"> <li>a. seek out and provide information on a range of familiar topics</li> <li>b. describe several aspects of people, places and things</li> <li>c. describe series or sequences of events or actions</li> </ul>	<b>NOTES:</b>
<b>A-2 to express emotions and personal perspectives</b>		<b>20-3Y LEVEL</b>
A-2.1 share ideas, thoughts, opinions, preferences	<ul style="list-style-type: none"> <li>a. express a personal response to a variety of situations</li> <li>b. inquire about and express preferences, and give simple reasons for preferences</li> <li>c. record and share thoughts and ideas with others</li> </ul>	<b>NOTES:</b>
A-2.2 share emotions, feelings	<ul style="list-style-type: none"> <li>a. inquire about, express and respond to emotions and feelings in a variety of familiar contexts; e.g., <i>Es tut mir leid. Das ist ja schön</i></li> </ul>	
<b>A-3 to get things done</b>		<b>20-3Y LEVEL</b>
A-3.1 guide actions of others	<ul style="list-style-type: none"> <li>a. give a simple set of instructions</li> <li>b. suggest a course of action in a variety of situations</li> </ul>	<b>NOTES:</b>
A-3.2 state personal actions	<ul style="list-style-type: none"> <li>a. state personal actions in the past, present or future</li> <li>b. accept or decline an offer or invitation</li> </ul>	
A-3.3 manage group actions	<ul style="list-style-type: none"> <li>a. negotiate in a simple way with peers in small-group tasks</li> <li>b. encourage other group members to participate</li> <li>c. assume a variety of roles and responsibilities as group members</li> </ul>	

<b>A-4 to form, maintain and change interpersonal relationships</b>		<b>20-3Y LEVEL</b>
<b>A-4.1</b> manage personal relationships	<ul style="list-style-type: none"> <li>a. make and respond to requests for personal information</li> <li>b. apologize and refuse politely</li> <li>c. initiate relationships</li> </ul>	<b>NOTES:</b>
<b>A-5 to extend their knowledge of the world</b>		<b>20-3Y LEVEL</b>
<b>A-5.1</b> discover and explore	<ul style="list-style-type: none"> <li>a. explore and express meaning in a variety of ways; e.g., drawing a diagram, making a model, rephrasing</li> </ul>	<b>NOTES:</b>
<b>A-5.2</b> gather and organize information	<ul style="list-style-type: none"> <li>a. compose questions to guide research, and gather information using a prepared format; e.g., interview</li> </ul>	
<b>A-5.3</b> explore opinions and values	<ul style="list-style-type: none"> <li>a. compare personal views and opinions with those of others</li> <li>b. examine differing perspectives on an issue</li> </ul>	
<b>A-5.4</b> solve problems	<ul style="list-style-type: none"> <li>a. identify a problem, and generate and evaluate alternative solutions to the problem</li> </ul>	
<b>A-6 for imaginative purposes and personal enjoyment</b>		<b>20-3Y LEVEL</b>
<b>A-6.1</b> humour/fun	<ul style="list-style-type: none"> <li>a. use German for fun and to interpret humour; e.g., cartoons, stories</li> </ul>	<b>NOTES:</b>
<b>A-6.2</b> creative/aesthetic purposes	<ul style="list-style-type: none"> <li>a. use German creatively; e.g., write poems based on simple, repetitive and modelled language</li> </ul>	

<b>A–6 for imaginative purposes and personal enjoyment</b> (continued)		<b>20-3Y LEVEL</b>
<b>A–6.3</b> personal enjoyment	a. use German for personal enjoyment; e.g., communicate with German speakers	<b>NOTES:</b>
<b>LC–1 interpret and produce oral texts</b>		<b>20-3Y LEVEL</b>
<b>LC–1.1</b> aural interpretation	a. understand the main points and some specific details of a variety of oral texts on familiar topics, in guided and unguided situations	<b>NOTES:</b>
<b>LC–1.2</b> oral production	a. produce simple oral texts on familiar topics, in a variety of guided situations	
<b>LC–1.3</b> interactive fluency	a. interact, using a combination of phrases and sentences, in guided and unguided situations	
<b>LC–2 interpret and produce written texts, graphics and images</b>		<b>20-3Y LEVEL</b>
<b>LC–2.1</b> written interpretation	a. understand the main points and some specific details of a variety of written texts on familiar topics, in guided and unguided situations	<b>NOTES:</b>
<b>LC–2.2</b> written production	a. produce simple written texts on familiar topics, in a variety of guided situations	
<b>LC–2.3</b> viewing	a. derive meaning from the visual elements of a variety of media, in guided and unguided situations	
<b>LC–2.4</b> representing	a. express meaning, using visual elements in a variety of media, in guided and unguided situations	

LC-3 attend to form		20-3Y LEVEL
LC-3.1 phonology	a. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases	NOTES:
LC-3.2 orthography	a. apply common spelling rules b. recognize and use basic mechanical conventions; e.g., use of the comma	
LC-3.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:	

<b>Personal Domain</b> <ul style="list-style-type: none"> <li>personal identity</li> <li>relationships</li> <li>pets, animals</li> <li>the home</li> <li>daily routines</li> <li>future plans</li> </ul>	<b>Education</b> <ul style="list-style-type: none"> <li>subjects and timetables</li> <li>school facilities</li> <li>classroom routines</li> <li>school systems</li> </ul>	<b>Leisure and Recreation</b> <ul style="list-style-type: none"> <li>hobbies</li> <li>interests</li> <li>sports and exercise</li> <li>entertainment</li> <li>travel and vacation</li> <li>transportation</li> </ul>	<b>Food</b> <ul style="list-style-type: none"> <li>meals</li> <li>restaurants</li> <li>shopping</li> <li>nutrition</li> </ul>
<b>Landeskunde</b> <ul style="list-style-type: none"> <li>geography/topography</li> <li>climate, weather, seasons</li> <li>European context</li> <li>contemporary life and issues</li> <li>German civilization</li> <li>literature and folklore</li> </ul>	<b>Health and Body</b> <ul style="list-style-type: none"> <li>body parts</li> <li>illness and injury</li> <li>clothing</li> </ul>	<b>Popular Culture</b> <ul style="list-style-type: none"> <li>music</li> <li>mass media</li> <li>fashion</li> <li>advertising</li> </ul>	<b>Other Areas</b> <ul style="list-style-type: none"> <li>any other lexical fields that meet the needs and interests of students</li> </ul>

**Note:** Teachers may rearrange groupings and vary the emphasis on lexical fields to meet the needs and interests of students.

LC-3 attend to form (continued)		20-3Y LEVEL
LC-3.4 grammatical elements	a. recognize and use, in modelled situations, <sup>1</sup> the following grammatical elements: <ul style="list-style-type: none"> <li>reflexive verbs</li> <li>sentence structure: subject, direct object, indirect object</li> <li>relative clauses in nominative and accusative</li> <li>nouns, personal pronouns in dative</li> <li>adjectival endings (case, number and gender)</li> </ul>	NOTES:

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.

LC-3 attend to form (continued)		20-3Y LEVEL
<b>LC-3.4</b> grammatical elements	b. use, in structured situations, <sup>2</sup> the following grammatical elements: <ul style="list-style-type: none"> <li>• plural of nouns</li> <li>• modal verbs in present tense</li> <li>• future tense</li> <li>• simple past forms: <i>hatte, war</i></li> <li>• imperative mood (all forms)</li> <li>• personal pronouns in accusative</li> <li>• sentence structure: time/manner/place</li> <li>• subordinate clauses beginning with <i>weil, dass</i></li> <li>• prepositions with accusative and dative</li> <li>• possessive pronouns in dative</li> <li>• infinitive phrases and clauses (e.g., <i>Ich plane, nach Deutschland zu reisen. Oma geht in die Stadt, um das Museum zu besuchen.</i>)</li> <li>• formal address (<i>Sie</i> vs. <i>du, ihr</i>)</li> <li>• position of adverbs of preference (e.g., <i>gern</i>)</li> <li>• structure of compound sentences</li> </ul>	<b>NOTES:</b>

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.

LC-3 attend to form (continued)		20-3Y LEVEL
LC-3.4 grammatical elements	<p>c. use, independently and consistently,<sup>3</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• compound nouns</li> <li>• perfect tense</li> <li>• separable verbs</li> <li>• possessive pronouns in nominative and accusative</li> <li>• negation (<i>nicht/kein</i>)</li> <li>• comparative form of adjectives (e.g., <i>kleiner als</i>)</li> <li>• sentence structure: inversion following expressions of time and/or place (e.g., <i>Heute gehe ich ...</i>)</li> </ul>	<b>NOTES:</b>

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

LC-4 apply knowledge of how discourse is organized, structured and sequenced in German		20-3Y LEVEL
LC-4.1 text forms	a. identify and use a variety of oral and print text forms	<b>NOTES:</b>
LC-4.2 patterns of social interaction	a. initiate, respond to and close interactions, using a variety of social interaction patterns; e.g., agreement/disagreement–reaction, request–acceptance/nonacceptance	

<b>LC-4 apply knowledge of how discourse is organized, structured and sequenced in German</b> (continued) <span style="float: right;"><b>20-3Y LEVEL</b></span>		
<b>LC-4.3</b> cohesion/coherence	<ul style="list-style-type: none"> <li>a. use common conventions to organize texts; e.g., titles, paragraphs</li> <li>b. sequence elements of a simple story, process or series of events using basic expressions of time; e.g., <i>zuerst, heute, dann, morgen</i></li> <li>c. use referents, such as personal and demonstrative pronouns, within texts</li> </ul>	<b>NOTES:</b>
<b>LC-5 apply knowledge of the sociocultural context</b> <span style="float: right;"><b>20-3Y LEVEL</b></span>		
<b>LC-5.1</b> register	<ul style="list-style-type: none"> <li>a. use formal and informal language appropriately in familiar situations</li> </ul>	<b>NOTES:</b>
<b>LC-5.2</b> idiomatic expressions	<ul style="list-style-type: none"> <li>a. use learned idiomatic expressions in familiar contexts</li> </ul>	
<b>LC-5.3</b> variations in language	<ul style="list-style-type: none"> <li>a. experience regional and other differences in German as spoken throughout the world</li> </ul>	
<b>LC-5.4</b> social conventions	<ul style="list-style-type: none"> <li>a. use basic forms and conventions of politeness in guided and unguided situations</li> <li>b. use appropriate oral forms of address in guided and unguided situations</li> </ul>	
<b>LC-5.5</b> nonverbal communication	<ul style="list-style-type: none"> <li>a. understand and use some common nonverbal behaviours in familiar contexts; e.g., length of eye contact</li> <li>b. recognize nonverbal behaviours that are considered impolite</li> </ul>	

<b>GC-1 historical and contemporary elements of the cultures of German-speaking peoples</b>		
<b>20-3Y LEVEL</b>		
<b>GC-1.1</b> gaining/applying knowledge of German cultures	<ul style="list-style-type: none"> <li>a. explore some important elements of German cultures in their own school, home, community and beyond; e.g., names, products, sports</li> <li>b. apply knowledge of German cultures to interpret behaviour that is different from their own</li> </ul>	<b>NOTES:</b>
<b>GC-1.2</b> diversity within German culture	<ul style="list-style-type: none"> <li>a. explore regional differences among people living in German-speaking countries; e.g., food, dialects, costumes, celebrations</li> <li>b. recognize the ethnic diversity and multicultural nature of German-speaking countries</li> </ul>	
<b>GC-1.3</b> analyzing cultural knowledge	<ul style="list-style-type: none"> <li>a. use a variety of sources of information and research skills to find out about German cultures</li> <li>b. explore some common stereotypes of German cultures, and explore their origins</li> </ul>	
<b>GC-1.4</b> valuing German culture	<ul style="list-style-type: none"> <li>a. recognize and describe some contributions of German cultures to global society and their own society</li> </ul>	



GC-2 affirming and valuing diversity		20-3Y LEVEL
GC-2.1 awareness of English	<ul style="list-style-type: none"> <li>a. identify some English words that have been adopted from German (e.g., angst), and identify some German words that have been adopted from English (e.g., Handy)</li> <li>b. recognize the existence of cognates whose meanings vary in English and German (false friends); e.g., to become/<i>bekommen</i></li> </ul>	NOTES:
GC-2.2 general language knowledge	<ul style="list-style-type: none"> <li>a. recognize that within a linguistic group, people from different regions and/or social contexts may use differing pronunciation, vocabulary and structure</li> <li>b. identify regional and/or social differences in pronunciation and vocabulary in various languages within their personal experience</li> </ul>	
GC-2.3 awareness of Canadian culture	<ul style="list-style-type: none"> <li>a. compare and contrast diversity in the German and Canadian cultures</li> </ul>	
GC-2.4 general cultural knowledge	<ul style="list-style-type: none"> <li>a. recognize that people of a specific culture may have perspectives that differ from those of people in other cultures</li> <li>b. identify the limitations of adopting a single perspective</li> <li>c. explore and seek out information about other cultures through the medium of German</li> </ul>	

<b>GC-2 affirming and valuing diversity</b> (continued)		<b>20-3Y LEVEL</b>
<b>GC-2.5</b> intercultural skills	a. apply interpersonal skills to cope with linguistically and culturally unfamiliar situations	<b>NOTES:</b>
<b>GC-3 personal and career opportunities</b>		<b>20-3Y LEVEL</b>
<b>GC-3.1</b> German language and culture	a. demonstrate awareness of opportunities for further study or careers related to German b. identify some places that they could visit and use their knowledge of German language and culture c. identify some personal uses they have made of their knowledge of German language and culture	<b>NOTES:</b>
<b>GC-3.2</b> cultural and linguistic diversity	a. identify some personal uses they have made of their knowledge of different languages and cultures b. identify some careers for which knowledge of different languages and cultures is useful c. identify some countries where there is significant linguistic and cultural diversity	
<b>S-1 language learning</b>		<b>20-3Y LEVEL</b>
<b>S-1.1</b> cognitive	a. identify and use a variety of cognitive strategies to enhance language learning	<b>NOTES:</b>
<b>S-1.2</b> metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning	
<b>S-1.3</b> social/ affective	a. identify and use a variety of social and affective strategies to enhance language learning	

<b>S-2 language use</b>		<b>20-3Y LEVEL</b>
<b>S-2.1</b> receptive	a. identify and use a variety of reading and listening strategies to aid comprehension	<b>NOTES:</b>
<b>S-2.2</b> productive	a. identify and use a variety of speaking and writing strategies	
<b>S-2.3</b> interactive	a. identify and use a variety of interactive strategies	
<b>S-3 general learning</b>		<b>20-3Y LEVEL</b>
<b>S-3.1</b> cognitive	a. identify and use a variety of cognitive strategies to enhance general learning	<b>NOTES:</b>
<b>S-3.2</b> metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning	
<b>S-3.3</b> social/ affective	a. identify and use a variety of social and affective strategies to enhance general learning	



## 30-3Y LEVEL

<b>A-1 to receive and impart information</b>		<b>30-3Y LEVEL</b>
A-1.1 share factual information	<ul style="list-style-type: none"> <li>a. recount events that took place in the past</li> <li>b. understand and use definitions, comparisons and examples</li> <li>c. provide information on several aspects of a topic; e.g., give a simple report</li> </ul>	<b>NOTES:</b>
<b>A-2 to express emotions and personal perspectives</b>		<b>30-3Y LEVEL</b>
A-2.1 share ideas, thoughts, opinions, preferences	<ul style="list-style-type: none"> <li>a. express, support and discuss opinions</li> <li>b. inquire about and express probability and certainty; e.g., <i>vielleicht</i>, <i>wahrscheinlich</i>, <i>bestimmt</i></li> </ul>	<b>NOTES:</b>
A-2.2 share emotions, feelings	<ul style="list-style-type: none"> <li>a. discuss and compare how people express emotions and feelings in a variety of situations</li> </ul>	
<b>A-3 to get things done</b>		<b>30-3Y LEVEL</b>
A-3.1 guide actions of others	<ul style="list-style-type: none"> <li>a. give and respond to advice and warning</li> <li>b. lodge a complaint</li> </ul>	<b>NOTES:</b>
A-3.2 state personal actions	<ul style="list-style-type: none"> <li>a. express intention</li> <li>b. make a promise in a variety of situations</li> <li>c. accept or decline an offer or invitation, with explanations</li> </ul>	
A-3.3 manage group actions	<ul style="list-style-type: none"> <li>a. express appreciation, support and respect for contributions of others</li> <li>b. express disagreement in an appropriate way</li> </ul>	

<b>A-4 to form, maintain and change interpersonal relationships</b>		<b>30-3Y LEVEL</b>
<b>A-4.1</b> manage personal relationships	<ul style="list-style-type: none"> <li>a. give and respond to compliments</li> <li>b. justify and explain own actions</li> <li>c. offer and respond to congratulations</li> <li>d. express regret</li> <li>e. initiate and participate in casual exchanges with others</li> </ul>	<b>NOTES:</b>
<b>A-5 to extend their knowledge of the world</b>		<b>30-3Y LEVEL</b>
<b>A-5.1</b> discover and explore	<ul style="list-style-type: none"> <li>a. explore connections among and gain new insights into familiar topics</li> </ul>	<b>NOTES:</b>
<b>A-5.2</b> gather and organize information	<ul style="list-style-type: none"> <li>a. organize and manipulate information; e.g., transform information from texts into other forms, such as tables or diagrams</li> </ul>	
<b>A-5.3</b> explore opinions and values	<ul style="list-style-type: none"> <li>a. express positions on an issue, and provide supporting reasons</li> <li>b. explore how values influence behaviour</li> </ul>	
<b>A-5.4</b> solve problems	<ul style="list-style-type: none"> <li>a. describe and analyze a problem, and use information collected from various sources to solve the problem</li> </ul>	
<b>A-6 for imaginative purposes and personal enjoyment</b>		<b>30-3Y LEVEL</b>
<b>A-6.1</b> humour/fun	<ul style="list-style-type: none"> <li>a. use German for fun and to interpret and express humour; e.g., video clips, jokes</li> </ul>	<b>NOTES:</b>

<b>A-6 for imaginative purposes and personal enjoyment (continued)</b>		<b>30-3Y LEVEL</b>
<b>A-6.2</b> creative/aesthetic purposes	a. use German creatively; e.g., experiment with the sounds and rhythms of German, create a story, poem or rap	<b>NOTES:</b>
<b>A-6.3</b> personal enjoyment	a. use German for personal enjoyment; e.g., watch video clips, films and television programs, use the Internet	
<b>LC-1 interpret and produce oral texts</b>		<b>30-3Y LEVEL</b>
<b>LC-1.1</b> aural interpretation	a. understand short oral texts on a variety of topics b. understand the main points and specific details of oral texts on familiar topics	<b>NOTES:</b>
<b>LC-1.2</b> oral production	a. produce oral texts on familiar topics, in a variety of guided and unguided situations	
<b>LC-1.3</b> interactive fluency	a. initiate and manage short interactions	
<b>LC-2 interpret and produce written texts, graphics and images</b>		<b>30-3Y LEVEL</b>
<b>LC-2.1</b> written interpretation	a. understand short written texts on a variety of topics, and understand the main points and specific details of written texts on familiar topics	<b>NOTES:</b>
<b>LC-2.2</b> written production	a. produce written texts in a variety of guided and unguided situations	
<b>LC-2.3</b> viewing	a. identify the purposes, intended audiences, messages and points of view in a variety of visual media, in guided situations	

<b>LC-2 interpret and produce written texts, graphics and images (continued)</b>		<b>30-3Y LEVEL</b>
<b>LC-2.4</b> representing	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided situations	<b>NOTES:</b>
<b>LC-3 attend to form</b>		<b>30-3Y LEVEL</b>
<b>LC-3.1</b> phonology	a. pronounce unfamiliar words comprehensibly	<b>NOTES:</b>
<b>LC-3.2</b> orthography	a. use spelling rules consistently to write familiar and unfamiliar words	
<b>LC-3.3</b> lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:	

<b>Personal Domain</b>	<b>Education</b>	<b>Leisure and Recreation</b>	<b>Food</b>
<ul style="list-style-type: none"> <li>personal identity</li> <li>relationships</li> <li>pets, animals</li> <li>the home</li> <li>daily routines</li> <li>future plans</li> </ul>	<ul style="list-style-type: none"> <li>subjects and timetables</li> <li>school facilities</li> <li>classroom routines</li> <li>school systems</li> </ul>	<ul style="list-style-type: none"> <li>hobbies</li> <li>interests</li> <li>sports and exercise</li> <li>entertainment</li> <li>travel and vacation</li> <li>transportation</li> </ul>	<ul style="list-style-type: none"> <li>meals</li> <li>restaurants</li> <li>shopping</li> <li>nutrition</li> </ul>
<b>Landeskunde</b>	<b>Health and Body</b>	<b>Popular Culture</b>	<b>Other Areas</b>
<ul style="list-style-type: none"> <li>geography/topography</li> <li>climate, weather, seasons</li> <li>European context</li> <li>contemporary life and issues</li> <li>German civilization</li> <li>literature and folklore</li> </ul>	<ul style="list-style-type: none"> <li>body parts</li> <li>illness and injury</li> <li>clothing</li> </ul>	<ul style="list-style-type: none"> <li>music</li> <li>mass media</li> <li>fashion</li> <li>advertising</li> </ul>	<ul style="list-style-type: none"> <li>any other lexical fields that meet the needs and interests of students</li> </ul>

**Note:** Teachers may rearrange groupings and vary the emphasis on lexical fields to meet the needs and interests of students.



<p>LC-3.4 grammatical elements</p>	<p>a. recognize and use, in modelled situations,<sup>1</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• sentence structure: subject–object inversion</li> <li>• prepositions with genitive</li> <li>• <i>da</i> and <i>wo</i> compounds (e.g., <i>wofür</i>, <i>darauf</i>)</li> <li>• possessive pronouns in genitive</li> </ul> <p>b. use, in structured situations,<sup>2</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• simple past</li> <li>• modal verbs in simple past (e.g., <i>konnte</i>, <i>musste</i>)</li> <li>• reflexive verbs</li> <li>• sentence structure: subject, object, indirect object</li> <li>• relative clauses in nominative and accusative</li> <li>• personal pronouns in dative</li> <li>• adjectival endings (case, number, gender)</li> <li>• comparison of adjectives (all forms)</li> <li>• position of adverbs of preference (e.g., <i>gern</i>)</li> <li>• structure of compound sentences</li> </ul>	<p><b>NOTES:</b></p>
--	---	----------------------

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.

LC-3 attend to form (continued)		30-3Y LEVEL
LC-3.4 grammatical elements	<p>c. use, independently and consistently,<sup>3</sup> the following grammatical elements:</p> <ul style="list-style-type: none"> <li>• plural of nouns</li> <li>• modal verbs in present tense</li> <li>• future tense</li> <li>• simple past forms: <i>hatte, war</i></li> <li>• imperative mood (all forms)</li> <li>• personal pronouns in accusative</li> <li>• sentence structure: time/manner/place</li> <li>• subordinate clauses beginning with <i>weil, dass</i></li> <li>• possessive pronouns in dative</li> <li>• prepositions with accusative and dative</li> <li>• infinitive phrases and clauses</li> <li>• formal address (<i>Sie</i> vs. <i>du, ihr</i>)</li> </ul>	<b>NOTES:</b>

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

LC-4 apply knowledge of how discourse is organized, structured and sequenced in German		30-3Y LEVEL
LC-4.1 text forms	a. use knowledge of text forms to enhance comprehension and production of texts	<b>NOTES:</b>
LC-4.2 patterns of social interaction	a. use a range of social interaction patterns in guided and unguided situations	
LC-4.3 cohesion/ coherence	a. organize and produce coherent texts, using a variety of conventions; e.g., time sequencing, cause and effect, instructions	

<b>LC-5 apply knowledge of the sociocultural context</b>		<b>30-3Y LEVEL</b>
<b>LC-5.1</b> register	a. explore formal and informal uses of language in a variety of contexts	<b>NOTES:</b>
<b>LC-5.2</b> idiomatic expressions	a. identify unfamiliar idiomatic expressions in a variety of contexts b. explore and interpret idiomatic expressions in popular, contemporary culture	
<b>LC-5.3</b> variations in language	a. recognize and adapt to regional and other differences in German as spoken throughout the world	
<b>LC-5.4</b> social conventions	a. use basic forms and conventions of politeness, and use appropriate oral forms of address b. interpret social conventions encountered in oral and written texts and situations	
<b>LC-5.5</b> nonverbal communication	a. understand and use common nonverbal behaviours in a variety of contexts; e.g., norms of personal space b. avoid nonverbal behaviours that are considered impolite	
<b>GC-1 historical and contemporary elements of the cultures of German-speaking peoples</b>		<b>30-3Y LEVEL</b>
<b>GC-1.1</b> gaining/applying knowledge of German cultures	a. explore and identify some important aspects of German culture and history; e.g., fairy tales, stories, movies, key historic events and their lasting impact	<b>NOTES:</b>

<b>GC-1 historical and contemporary elements of the cultures of German-speaking peoples</b> (continued) <span style="float: right;"><b>30-3Y LEVEL</b></span>		
<b>GC-1.2</b> diversity within German culture	a. recognize and explore the impact of diversity on contemporary German-speaking communities	<b>NOTES:</b>
<b>GC-1.3</b> applying cultural knowledge	a. organize and present information about elements of German cultures in a variety of ways b. analyze own assumptions and perspectives about German cultures and peoples	
<b>GC-1.4</b> valuing German culture	a. seek out and use opportunities to interact with German-speaking people in the community and throughout the world	
<b>GC-2 affirming and valuing diversity</b> <span style="float: right;"><b>30-3Y LEVEL</b></span>		
<b>GC-2.1</b> awareness of English	a. analyze the ways that English and German are significantly different and the ways that they are the same	<b>NOTES:</b>
<b>GC-2.2</b> general language knowledge	a. identify how and why languages borrow from one another b. recognize that languages and their status evolve/change over time	
<b>GC-2.3</b> awareness of Canadian culture	a. identify shared references and significant events that have had an impact on both Canadian and German cultures	

<b>GC-2 affirming and valuing diversity</b> (continued)		<b>30-3Y LEVEL</b>
<b>GC-2.4</b> general cultural knowledge	<ul style="list-style-type: none"> <li>a. recognize that different cultures may have different interpretations of texts, cultural practices or products</li> <li>b. recognize that communication can be affected by different cultural practices; e.g., gestures, perspectives and values</li> <li>c. seek out opportunities to interact with people from other cultures who have an interest in learning about the German language and cultures</li> </ul>	<b>NOTES:</b>
<b>GC-2.5</b> intercultural skills	<ul style="list-style-type: none"> <li>a. explore various strategies for enhancing communication with people from German and other cultures</li> </ul>	
<b>GC-3 personal and career opportunities</b>		<b>30-3Y LEVEL</b>
<b>GC-3.1</b> German language and culture	<ul style="list-style-type: none"> <li>a. explore opportunities for further studies or careers related to German</li> <li>b. identify aspects of German cultures that are of personal interest</li> </ul>	<b>NOTES:</b>
<b>GC-3.2</b> cultural and linguistic diversity	<ul style="list-style-type: none"> <li>a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest</li> <li>b. identify some careers that use knowledge of international languages and cultures, and intercultural skills</li> </ul>	

<b>S-1 language learning</b>		<b>30-3Y LEVEL</b>
<b>S-1.1</b> cognitive	a. select and use a variety of cognitive strategies to enhance language learning	<b>NOTES:</b>
<b>S-1.2</b> metacognitive	a. select and use a variety of metacognitive strategies to enhance language learning	
<b>S-1.3</b> social/ affective	a. select and use a variety of social and affective strategies to enhance language learning	
<b>S-2 language use</b>		<b>30-3Y LEVEL</b>
<b>S-2.1</b> receptive	a. select and use a variety of reading and listening strategies to aid comprehension	<b>NOTES:</b>
<b>S-2.2</b> productive	a. select and use a variety of speaking and writing strategies	
<b>S-2.3</b> interactive	a. select and use a variety of interactive strategies	
<b>S-3 general learning</b>		<b>30-3Y LEVEL</b>
<b>S-3.1</b> cognitive	a. select and use a variety of cognitive strategies to enhance general learning	<b>NOTES:</b>
<b>S-3.2</b> metacognitive	a. select and use a variety of metacognitive strategies to enhance general learning	
<b>S-3.3</b> social/ affective	a. select and use a variety of social and affective strategies to enhance general learning	

## Appendix B: Planning Tools

---

Instructional Planning Guide .....	B-2
Year Plan .....	B-5
Unit Plan Overview .....	B-7
Unit Plan A .....	B-8
Unit Plan B .....	B-9
Lesson Plan A .....	B-10
Lesson Plan B .....	B-11
How “Listener Friendly” Is My Instruction? .....	B-12
Examples of General Accommodations .....	B-13
Examples of Instructional Accommodations .....	B-14
Examples of Assessment Accommodations .....	B-15
Sample Text Forms .....	B-16
Alternative Learning Activities Menu .....	B-17
Sample Independent Study Agreement .....	B-18
Group Roles Organizer .....	B-19
Sample List of Learning Strategies .....	B-20

## Instructional Planning Guide

As you design a learning activity, consider the students' individual needs and learning profiles to determine the accommodations, modifications and adaptations that will be necessary for success.

### ⊙ Outcomes

**Determine the outcomes that students can reasonably accomplish.**

- Select fewer outcomes, partial outcomes or outcomes from a different course level if necessary.

**Determine what the students will be able to demonstrate as a result of this learning activity.**

- Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

### ⊙ Learning Activities

**Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.**

- Decide how students will apply their learning.
- Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.
- Present and support key concepts and instructions using demonstration, oral and written steps and exemplars of completed assignments.
- Break down assignments or tasks into smaller, more manageable parts.
- Give clear, concrete instructions and:
  - \_\_\_ provide a visual reference of the sequence of key steps in completing the assignment
  - \_\_\_ provide a checklist of assignment parts for students to mark as tasks are completed
  - \_\_\_ support written instructions with picture prompts or highlight directions using a colour-coding system
  - \_\_\_ audio record directions or lectures for playback
  - \_\_\_ repeat instructions
  - \_\_\_ have students recall instructions in sequence.
- Model and demonstrate to promote understanding of directions.
- Check in with students regularly to check task understanding and to provide feedback and clarification on specific aspects of the assignment.
- Highlight key points of the lesson orally and visually.
- Select extension activities that will reinforce and extend learning.
- Write assignments and homework on chart paper or the board. Ensure that students write down assignments in their agendas.
- Help students stay on task by employing a cueing strategy.

**Identify the key concepts of the learning activity.**

- Consider how the activity has been designed to motivate and engage student interest.
- Determine how to present an overview of the learning activity.
- Ensure that the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- Build in opportunities to make connections between what the students know and what they are learning.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2003).



Consider how the students will be organized for instruction and the type of groupings that will be most effective (partner, small group, large group).

- Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on different factors depending on the end goal, such as learning profile, interest, readiness or need.

## ⊙ Learning Environment

Consider the classroom environment and individual student work space.

- Provide a quiet work station like a study carrel in a corner of the classroom.
- Plan seating arrangements for students with attention issues based on traffic patterns and overt distractions; e.g., windows, door, hallway, computer.
- Partner students with a peer for support and guidance.

## ⊙ Resources

Decide on the resources that will be used for the learning activity, including oral, print, media texts and community resources.

- Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- Consider using graphic organizers to present information.

Prepare resources to assist students with learning difficulties.

- Rewrite materials at a lower reading level.
- Provide a graphic organizer for note taking; e.g., cloze style.
- Highlight passages of text.
- Reformat handouts and tests as necessary; e.g., provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print.
- Identify Web-based supports; e.g., simulations.

Ensure that students have the assistive tools and devices to support their learning styles or needs; e.g.,

- \_\_\_ highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
- \_\_\_ a copy of the lecture notes
- \_\_\_ enlarged or reduced text
- \_\_\_ scribe
- \_\_\_ audio recordings
- \_\_\_ picture prompts
- \_\_\_ manipulatives
- \_\_\_ overlays
- \_\_\_ computers.

## ⊙ Assessment

Decide what evidence will show when the students have achieved the outcomes.

Determine the best way for students to demonstrate their learning.

- Provide assessment options for students to "show what they know."

Make the necessary preparations for alternative testing procedures, resources and materials.

- Does the student need:
  - \_\_\_ an audio recording of the test
  - \_\_\_ a scribe to write down their ideas or answers
  - \_\_\_ the test questions read aloud
  - \_\_\_ a time extension
  - \_\_\_ fewer questions?

Determine the focus of the assessment for evaluation purposes.

For example, if you are evaluating students on their understanding of the content, do not penalize for spelling errors or missing punctuation.

Select or develop rubrics, exemplars and checklists to support student evaluation.

Provide immediate, specific and constructive feedback.

- Emphasize the quality of work and perseverance rather than quantity.

Provide opportunities for student self reflection and self evaluation.

- Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- Share assignment criteria lists, checklists, standards and exemplars with students.

## ⊙ Time Line

Record important assignment and text due dates on a master calendar and have students write these dates on their agendas.

- Show students how to plan for longer assignments by using a calendar.
- Show students how to study for an up-coming test.
- Provide students with a study guide of important skills and concepts.

Consider the pace of the learning activity and the needs of the students.

- Consider ways to change the pace and allow students to focus on task for more condensed periods of time if necessary.
- Prepare an assignment summary with task increments and timeline to guide student's completion of the assignment. Provide time warnings for task completion.
- Extend deadlines for those students who require more time to complete assignments.

## Year Plan

Level (s) \_\_\_\_\_ School Year: \_\_\_\_\_ Teacher(s) \_\_\_\_\_

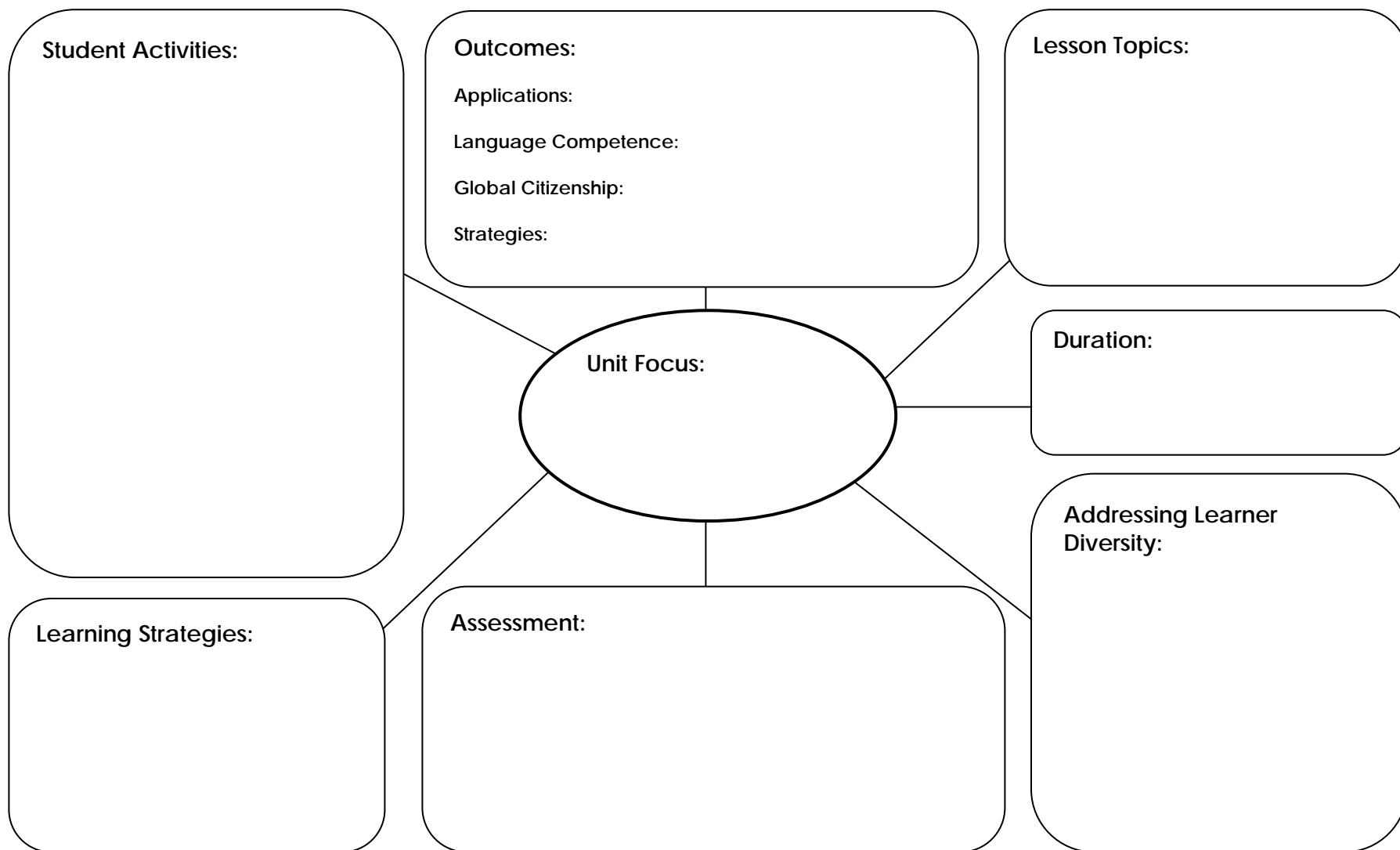
	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

## Year Plan

Level(s) \_\_\_\_\_ School Year: \_\_\_\_\_ Teacher(s) \_\_\_\_\_

	February	March	April	May	June
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

## Unit Plan Overview



## Unit Plan A

Level (s) \_\_\_\_\_ Unit Focus: \_\_\_\_\_ Teacher(s) \_\_\_\_\_

### Outcomes:

- ✦ Applications
- ✦ Language Competence
- ✦ Global Citizenship
- ✦ Strategies

Possible Student Learning Strategies:

### Teaching and Learning Activities:

Resources:

Planning for Diversity:

Assessment  
and Evaluation:

## Unit Plan B

Day	Outcomes	Teaching and Learning Activities	Resources	Planning for Diversity	Assessment/Evaluation
1					
2					
3					
4					
5					
6					

## Lesson Plan A

---

**Lesson Title:**

---

Date and Class:

**Outcomes Addressed:**

---

Applications:

Language Competence:

Global Citizenship:

Strategies:

Possible Student Learning Strategies:

**Materials Required:**

---

**Teaching and Learning Activities:**

---

**Differentiation of Instruction:**

---

**Opportunity for Assessment:**

---



## Lesson Plan B

Lesson Title: \_\_\_\_\_

Date: \_\_\_\_\_ Class: \_\_\_\_\_

### Outcomes

- ✦ Applications
- ✦ Language Competence
- ✦ Global Citizenship
- ✦ Strategies

Possible Student Learning Strategies:

### Lesson Description

### Differentiation of Instruction

yes  not necessary

If yes, description:

### Assessment

### Materials

## How “Listener Friendly” Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what’s important in the learning activity.

	Yes	Not Yet
• I reduce distractions for my students; e.g., close the door, move students near the front and away from windows.	<input type="radio"/>	<input type="radio"/>
• I communicate clearly what my expectations of the students are during the class.	<input type="radio"/>	<input type="radio"/>
• I provide students with some form of an advanced organizer at the beginning of class to alert them to what will be addressed in the learning activity.	<input type="radio"/>	<input type="radio"/>
• I consistently review and encourage recall of previously presented information; e.g., summarizing, asking questions, allowing time to review previous notes and handouts.	<input type="radio"/>	<input type="radio"/>
• I use cue words and phrases to signal important information; e.g., In summary ..., Note the following ..., Pay attention to ..., Record this important fact ..., This is important ..., Listen carefully.	<input type="radio"/>	<input type="radio"/>
• I use transitional phrases to cue and signal the organization of information; e.g., first, second, third; next; before/after; finally.	<input type="radio"/>	<input type="radio"/>
• I highlight important information by using bold, italics and different coloured text.	<input type="radio"/>	<input type="radio"/>
• I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	<input type="radio"/>	<input type="radio"/>
• I present information in many different ways; e.g., discussion, video, audio, small group assignments, transparencies, slideshow presentations.	<input type="radio"/>	<input type="radio"/>
• I repeat important ideas and concepts by rephrasing and using multiple examples.	<input type="radio"/>	<input type="radio"/>
• I write important ideas, key concepts and vocabulary on the board or overhead transparency.	<input type="radio"/>	<input type="radio"/>
• I use visual aids and objects to support the concepts and information that are presented; e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector.	<input type="radio"/>	<input type="radio"/>
• I provide examples and non-examples of concepts.	<input type="radio"/>	<input type="radio"/>
• I frequently check for understanding; e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old.	<input type="radio"/>	<input type="radio"/>
• I provide students with opportunities to discuss concepts with a partner or small group.	<input type="radio"/>	<input type="radio"/>
• I provide students with opportunities to work with and/or practise new skills and concepts.	<input type="radio"/>	<input type="radio"/>
• I allow time for reflection at the end of the class; e.g., review important ideas, summarize, ask questions, self evaluate.	<input type="radio"/>	<input type="radio"/>
• I briefly review the important concepts at the end of the class and preview what will be happening next class.	<input type="radio"/>	<input type="radio"/>

Adapted from Anne Price, “Listen Up” handout (Calgary, AB: Calgary Learning Centre, 1995). Adapted with permission from Calgary Learning Centre.

## Examples of General Accommodations

### Methods of Instruction

- Vary amount of material to be learned.
  - Vary amount of material to be practised.
  - Vary time for practice activities.
  - Use advance organizers.
  - Cue student to stay on task; e.g., private signal.
  - Facilitate student cueing (student providing cues to the teacher).
  - Repeat directions or have student repeat directions.
  - Shorten directions.
  - Pair written instructions with oral instructions.
  - Use computer assisted instruction.
  - Use visual aids in lesson presentation.
- Other \_\_\_\_\_

### Task/Response

- Reduce or substitute required assignments.
- Adjust level of in-class assignments to academic level.
- Break long-term assignments into shorter tasks.
- Adjust amount of copying.
- Use strategies to enhance recall; e.g., cues, cloze.

### Task/Response (cont'd)

- Provide student with a copy of notes.
  - Accept dictated or parent-assisted homework assignments.
  - Provide extra assignment time.
  - Permit student to print.
  - Provide a student buddy for reading.
- Other \_\_\_\_\_

### Materials

- Modify text materials (add, adapt or substitute).
- Make materials self-correcting.
- Highlight important concepts and information and/or passages.
- Use a desktop easel or slantboard to raise reading materials.
- Prepare recordings of reading/textbook materials, tasks.
- Provide an extra textbook for home use.
- Allow use of personal word lists, cue cards.
- Increase use of pictures, diagrams, concrete manipulators.
- Break materials into smaller task units.

### Materials (cont'd)

- Increase print size in photocopying.
  - Use daily homework assignment book.
- Other \_\_\_\_\_

### Organization for instruction

The student works best:

- in large group instruction
- in small group instruction
- when placed beside an independent learner
- with individual instruction
- with peer tutoring
- with cross-aged tutoring
- using independent self-instructional materials
- in learning centres
- with preferential seating
- with allowances for mobility
- in a quiet space within the classroom.

Other \_\_\_\_\_

### Reinforcement Systems

- Provide immediate reinforcement.
- Give verbal praise for positive behaviour.
- Use tangible reinforcers.
- Send notes home.
- Complete progress charts.

### Reinforcement Systems (cont'd)

- Allow special activities.
  - Instruct student in self-monitoring; i.e., following directions, raising hand to talk.
- Other \_\_\_\_\_

### Assessment and Testing

- Adjust the test appearance; e.g., margins, spacing.
  - Adjust the test design (T/F, multiple choice, matching).
  - Adjust to recall with cues, cloze, word lists.
  - Vary test administration (group/individual, open book, make-up tests).
  - Record test questions.
  - Select items specific to ability levels.
  - Vary amount to be tested.
  - Give extra test time.
  - Adjust readability of test.
  - Allow recorded reports for essays and/or long answers.
  - Read test questions
  - Allow use of a scribe or a reader.
  - Allow oral examinations.
- Other \_\_\_\_\_

## Examples of Instructional Accommodations

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine and Gross Motor Difficulties
<ul style="list-style-type: none"> <li>○ Use less difficult/alternative reading material.</li> <li>○ Reduce amount of reading required.</li> <li>○ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets).</li> <li>○ Set time limits for specific task completion.</li> <li>○ Enlarge text of worksheets and reading material.</li> <li>○ Extend time to complete tests and assignments.</li> <li>○ Use large print editions of tests.</li> <li>○ Read test items aloud to student.</li> <li>○ Read standard directions several times at start of examination.</li> <li>○ Record directions.</li> <li>○ Use assistive technology (optical character recognition system, audio books, screen readers).</li> </ul>	<ul style="list-style-type: none"> <li>○ Reduce volume of work.</li> <li>○ Break long-term assignments into manageable tasks.</li> <li>○ Extend time for completing assignments.</li> <li>○ Offer alternative assignments.</li> <li>○ Allow student to work on homework while at school.</li> <li>○ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets).</li> <li>○ Permit use of scribe or audio recorder for answers (student should include specific instructions about punctuation and paragraphing).</li> <li>○ Waive spelling, punctuation and paragraphing requirements.</li> <li>○ Accept keyword responses instead of complete sentences.</li> <li>○ Use assistive technology (word processor, spell-check device, grammar-check device, text to speech software).</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide alternative seating:                             <ul style="list-style-type: none"> <li>– near teacher</li> <li>– facing teacher</li> <li>– at front of class, between well-focused students, away from distractions.</li> </ul> </li> <li>○ Provide additional or personal work space (quiet area for study, extra seat or table, "time-out" spot, study carrels).</li> <li>○ Permit movement during class activities and testing sessions.</li> <li>○ Provide directions in written form:                             <ul style="list-style-type: none"> <li>– on board</li> <li>– on worksheets</li> <li>– copied in assignment book by student.</li> </ul> </li> <li>○ Set time limits for specific task completion.</li> <li>○ Extend time to complete tests and assignments.</li> <li>○ Allow student to take breaks during tests.</li> <li>○ Use multiple testing sessions for longer tests.</li> <li>○ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better.</li> <li>○ Provide cues; e.g., arrows, stop signs on worksheets and tests.</li> <li>○ Provide a quiet, distraction-free area for testing.</li> <li>○ Allow student to wear noise buffer device such as head phones to screen out distracting sounds.</li> <li>○ Provide checklists for long, detailed assignments.</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide a written outline.</li> <li>○ Provide directions in written form (on board, on worksheets, copied in assignment book by student).</li> <li>○ Provide a specific process for turning in completed assignments.</li> <li>○ Provide checklists for long, detailed assignments.</li> <li>○ Read and discuss standard directions several times at start of examination.</li> <li>○ Provide cues; e.g., arrows, stop signs on worksheets and tests.</li> <li>○ Allow student to use reference aids (dictionary, word processor, vocabulary cue card).</li> </ul>	<ul style="list-style-type: none"> <li>○ Use assistive and adaptive devices:                             <ul style="list-style-type: none"> <li>– pencil or pen adapted in size or grip diameter</li> <li>– alternative keyboards</li> <li>– portable word processor.</li> </ul> </li> <li>○ Set realistic and mutually agreed-upon expectations for neatness.</li> <li>○ Reduce or eliminate the need to copy from a text or board; e.g.,                             <ul style="list-style-type: none"> <li>– provide copies of notes</li> <li>– permit student to photocopy a peer's notes</li> <li>– provide carbon/NCR paper to a peer for copying notes.</li> </ul> </li> <li>○ Extend time to complete tests and assignments.</li> <li>○ Alter the size, shape or location of the space provided for answers.</li> <li>○ Accept keyword responses instead of complete sentences.</li> <li>○ Allow student to type answers or to answer orally instead of in writing.</li> </ul>

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

## Examples of Assessment Accommodations

Some students require accommodations that allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need in order to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations include:

- allowing extended time
- allowing breaks during the test
- reducing the number of questions
- breaking a test into parts and administering them at separate times
- providing a recorded test and making students aware that they may listen to part or all of the recording more than once
- providing a reader or a scribe
- providing an opportunity to record answers
- providing more detailed instructions and confirming the student's understanding of the test process
- administering the test in a small group setting or to an individual student
- administering the test in a separate room, free from distractions
- providing noise buffers; e.g., headphones.
- adjusting the test appearance; e.g., margins, spacing
- adjusting the test design (true/false, multiple choice, matching)
- adjusting readability of test
- allowing alternative formats such as webs or key points in place of essays or long answers
- reading test questions
- allowing use of a scribe or a reader
- allowing oral exams
- allowing students to practise taking similar test questions
- other \_\_\_\_\_

## Sample Text Forms

### Written Texts

- advertisements
- almanacs
- atlases
- banners
- biographies and autobiographies
- book jackets
- booklets
- bulletin boards
- brochures, pamphlets and leaflets
- cartoons
- catalogues
- choral readings
- codes
- collages
- comic strips
- dictionaries and grammar references
- e-mail
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- graphic organizers
- greeting cards
- instructions and other “how to” texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes and personal messages
- manuals
- maps
- menus
- newspaper and magazine articles
- picture books
- plays, screenplays
- poetry
- posters
- programs
- questionnaires
- recipes
- reports
- research projects
- short stories and novels
- signs, notices and announcements
- stories
- storyboards
- textbook articles
- tickets, timetables and schedules

### Oral Texts

- advertisements or announcements
- ceremonies (religious and secular)
- formal and informal conversations
- interpretive dialogues
- interviews
- oral reports and presentations
- oral stories and histories
- plays and other performances
- rhymes, poetry
- songs and hymns
- speeches
- storytelling
- telephone conversations
- telephone messages

### Multimedia Texts

- blogs
- CD-ROM, multimedia projector
- chat rooms
- computer and board games
- digital slide shows
- movies and films
- slide/tape/video presentations
- television programs
- Web sites

## Alternative Learning Activities Menu

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea checked by my teacher: Yes/No Teacher Initials \_\_\_\_\_

I agree to complete all three activities by \_\_\_\_\_ (Date)

<b>DEMONSTRATE</b>	<b>PLAN</b>	<b>INTERVIEW</b>
<b>RESEARCH</b>	<b>YOUR IDEA</b>	<b>SURVEY</b>
<b>DISPLAY</b>	<b>CREATE</b>	<b>EVALUATE</b>

## Sample Independent Study Agreement

Name: \_\_\_\_\_

Level: \_\_\_\_\_

Date: \_\_\_\_\_

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

### Learning Conditions

\_\_\_\_\_ I will complete all alternate learning activities in my Independent Study Agreement by \_\_\_\_\_ (date).

\_\_\_\_\_ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

\_\_\_\_\_ I will participate in whole-class activities as the teacher assigns them.

\_\_\_\_\_ I will keep a daily log of my progress in my Learning Log.

\_\_\_\_\_ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid; e.g., poster, picture, digital slide show.

### Working Conditions

\_\_\_\_\_ I will check in with the teacher at the beginning and end of each class period.

\_\_\_\_\_ I will work on my chosen topic for the entire class period on the days my teacher assigns.

\_\_\_\_\_ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.



## Group Roles Organizer

Fill in one or more name for the roles below before beginning your group work.

Checker:	Timekeeper:	Questioner:
Recorder:	Reporter:	Encourager:
Material Manger:	Observer:	Other:

---

## Group Roles Organizer

Fill in one or more name for the roles below before beginning your group work.

Checker:	Timekeeper:	Questioner:
Recorder:	Reporter:	Encourager:
Material Manger:	Observer:	Other:

## Sample List of Learning Strategies

### Language Learning Strategies

#### Cognitive Language Learning Strategies

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of German language 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 German 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 opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

#### Metacognitive Language Learning Strategies

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, 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 problems 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 Language Learning Strategies

- ❑ 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 these new words and expressions as soon as appropriate
- ❑ reduce anxiety by using mental techniques such as positive self-talk or humour
- ❑ work with others to solve problems and get feedback on tasks
- ❑ provide personal motivation by arranging own rewards when successful

## Language Use Strategies

### Receptive Language Use Strategies

- ❑ determine the purpose of listening
- ❑ assess own information needs before listening, viewing or reading
- ❑ prepare questions or a guide to note down information found in the text
- ❑ make predictions about what you expect to hear or read based on prior knowledge and personal experience
- ❑ listen selectively based on purpose
- ❑ listen or look for key words
- ❑ use key content words or discourse markers to follow an extended text
- ❑ use skimming and scanning to locate key information in texts
- ❑ use illustrations to aid reading comprehension
- ❑ infer probable meanings of unknown words or expressions from contextual clues
- ❑ use knowledge of the sound-symbol system to aid reading comprehension

- ❑ reread several times to understand complex ideas
- ❑ observe gestures, intonation and visual supports to aid comprehension
- ❑ summarize information gathered
- ❑ make connections between texts on the one hand and prior knowledge and personal experience on the other

### Productive Language Use Strategies

- ❑ mimic what the teacher says
- ❑ use nonverbal means to communicate
- ❑ copy what others say or write
- ❑ use words visible in the immediate environment
- ❑ be aware of and 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)
- ❑ use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- ❑ use familiar repetitive patterns from stories, songs, rhymes or media
- ❑ use illustrations to provide detail when producing own texts
- ❑ use familiar sentence patterns to form new sentences
- ❑ take notes when reading or listening to assist in producing own text
- ❑ compensate for avoiding difficult structures by rephrasing
- ❑ use resources to increase vocabulary
- ❑ use descriptions, explanations or various words and phrases to compensate for lack of specific terms (circumlocution)
- ❑ use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- ❑ apply grammar rules to improve accuracy at the correction stage
- ❑ revise and correct final version of text

### Interactive Language Use Strategies

- ❑ indicate lack of understanding verbally or nonverbally; e.g., *Entschuldigung, Wie bitte?, Das habe ich nicht verstanden*, raised eyebrows, blank look
- ❑ interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, drawing pictures
- ❑ ask for clarification or repetition when you do not understand; e.g., *Was meinen Sie damit?, Wiederholen Sie, bitte!*
- ❑ ask for confirmation that a form used is correct; e.g., *Kann man das sagen?, Wie heißt das auf Deutsch?*
- ❑ use other speakers' words in subsequent conversations
- ❑ use descriptions, explanations or various words and phrases to compensate for lack of specific terms (circumlocution)
- ❑ assess feedback from a conversation partner to recognize if a message has been understood

- ❑ start again, using a different tactic, when communication breaks down
- ❑ use fillers, hesitation devices and gambits to sustain conversations; e.g., *Na ja, gut, nicht wahr*

## General Learning Strategies

### Cognitive General Learning Strategies

- ❑ 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 Internet, individuals and agencies
- ❑ use previously acquired knowledge or skills to assist with a new learning task

### Metacognitive General Learning Strategies

- ❑ reflect on learning tasks with the guidance of the teacher
- ❑ choose from various study techniques
- ❑ 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 General Learning Strategies

- ❑ 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 may 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

## Appendix C: Graphic Organizers

How I Contribute to Group Work .....	C-2
How I Can Help My Group .....	C-3
Activity Reflection .....	C-4
Collecting My Thoughts .....	C-5
How to Use KWL Charts .....	C-6
KWL Chart .....	C-7
How to Use a Brainstorming Web .....	C-8
Brainstorming Web .....	C-9
Idea Builder .....	C-10
How to Create a Mind Map .....	C-11
Sample Mind Map .....	C-12
How to Use Venn Diagrams .....	C-13
Venn Diagram .....	C-14
Five Senses Wheel .....	C-15
Triple T-chart .....	C-16
Y-chart .....	C-17
Five Ws and Hl .....	C-18
A Day in the Life .....	C-19
How to Use PMI Charts .....	C-20
PMI Chart .....	C-21
What I Have, What I Need .....	C-22
Making a Decision .....	C-23
IDEA Decision Maker .....	C-24
Consider the Alternatives .....	C-25
Influences on Decision Making .....	C-26
Goal-setting Organizer 1 .....	C-27
Goal-setting Organizer 2 .....	C-28
Goal-setting Organizer 3 .....	C-29
Goal-setting Organizer 4 .....	C-30

# How I Contribute to Group Work



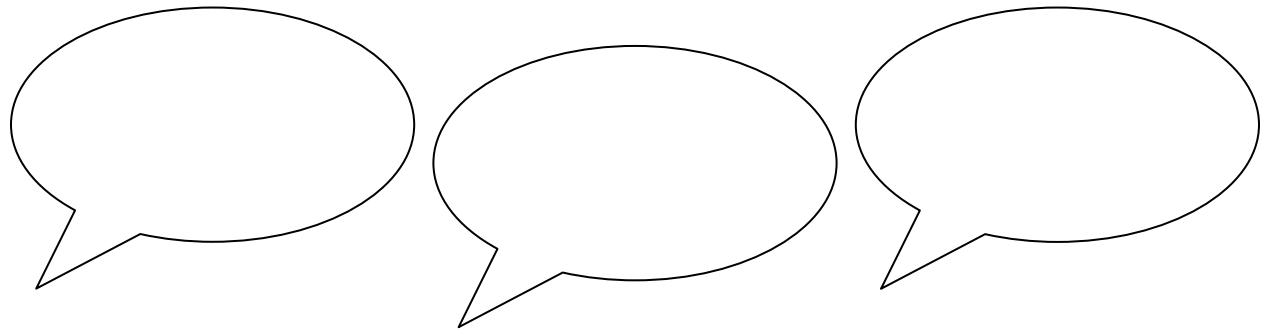
My role in this group is \_\_\_\_\_

\_\_\_\_\_

I do my job by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I say things like:



The most challenging part of this job is \_\_\_\_\_

The best part of this job is \_\_\_\_\_

I would rate my performance in the role of \_\_\_\_\_

as \_\_\_\_\_

Reproduced from Alberta Learning, *Health and Life Skills Kindergarten to Grade 9 Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.31.



# How I Can Help My Group



Name: \_\_\_\_\_ Date: \_\_\_\_\_

During group work, when someone:

☆ keeps interrupting, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ argues, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ puts down others, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ complains, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ fools around, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ bosses others around, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ doesn't listen to others, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ is off-topic, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ is very quiet, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

Reproduced from Alberta Learning, *Health and Life Skills Kindergarten to Grade 9 Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

# Activity Reflection



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Activity: \_\_\_\_\_

What did I (we) do?	What were the results?
What could we do now?	
What are the most important things I learned from this activity?	
How could I use the new information and skills from this activity in the future?	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

# Collecting My Thoughts



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Here is everything I know about \_\_\_\_\_

---

---

---

---

---

Here are some pictures of \_\_\_\_\_

--	--	--

Here are some questions I have: \_\_\_\_\_

---

---

---

# How to Use KWL Charts



**Step 1** Think about what you already **KNOW** about your topic. List those facts in the first column.

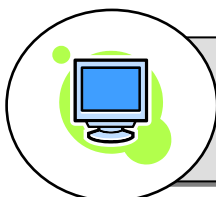
For example, if your topic is “How I Talk to Others in a New Language,” you may come up with these ideas.

What I know	What I want to find out	What I have learned
<ul style="list-style-type: none"><li>• Can use hand gestures and facial expressions to help the other person understand.</li><li>• Don't be afraid to make mistakes!</li></ul>		

**Step 2** Think of the kinds of information you **WANT** to find out. List specific questions in the second column.

What I know	What I want to find out	What I have learned
<ul style="list-style-type: none"><li>• Can use hand gestures and facial expressions to help the other person understand.</li><li>• Don't be afraid to make mistakes!</li></ul>	<ul style="list-style-type: none"><li>• What do I do if I don't know how to say a word?</li><li>• What do I do if I don't understand what the other person is saying?</li></ul>	

**Step 3** **LEARN** the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

# KWL Chart



Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Step 1</b> What I know	<b>Step 2</b> What I want to find out	<b>Step 3</b> What I have learned

# How to Use a Brainstorming Web



## Step 1

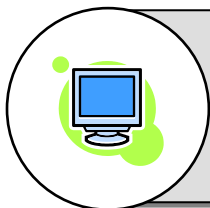
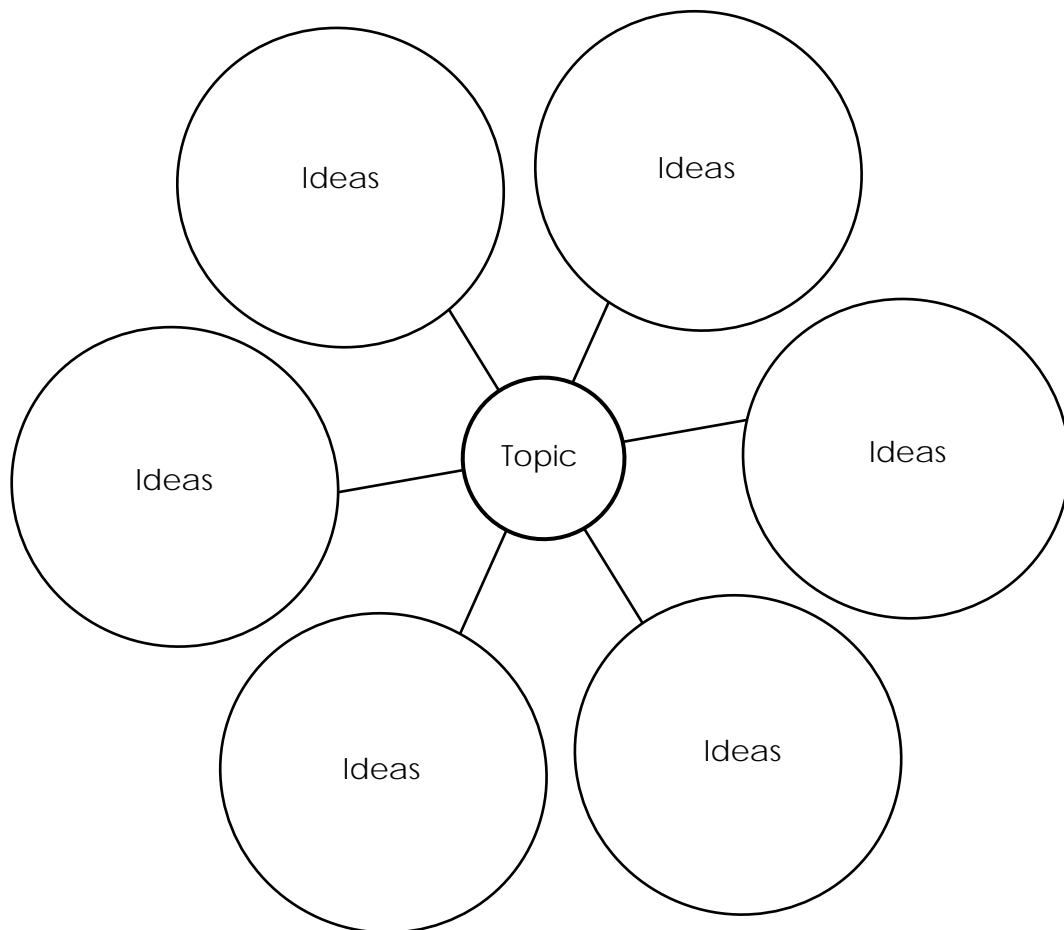
Identify your topic and use it as the title. Write it in the centre of your web.

## Step 2

Identify categories of information and label each of the outer bubbles.

## Step 3

Brainstorm and jot down ideas in each category.



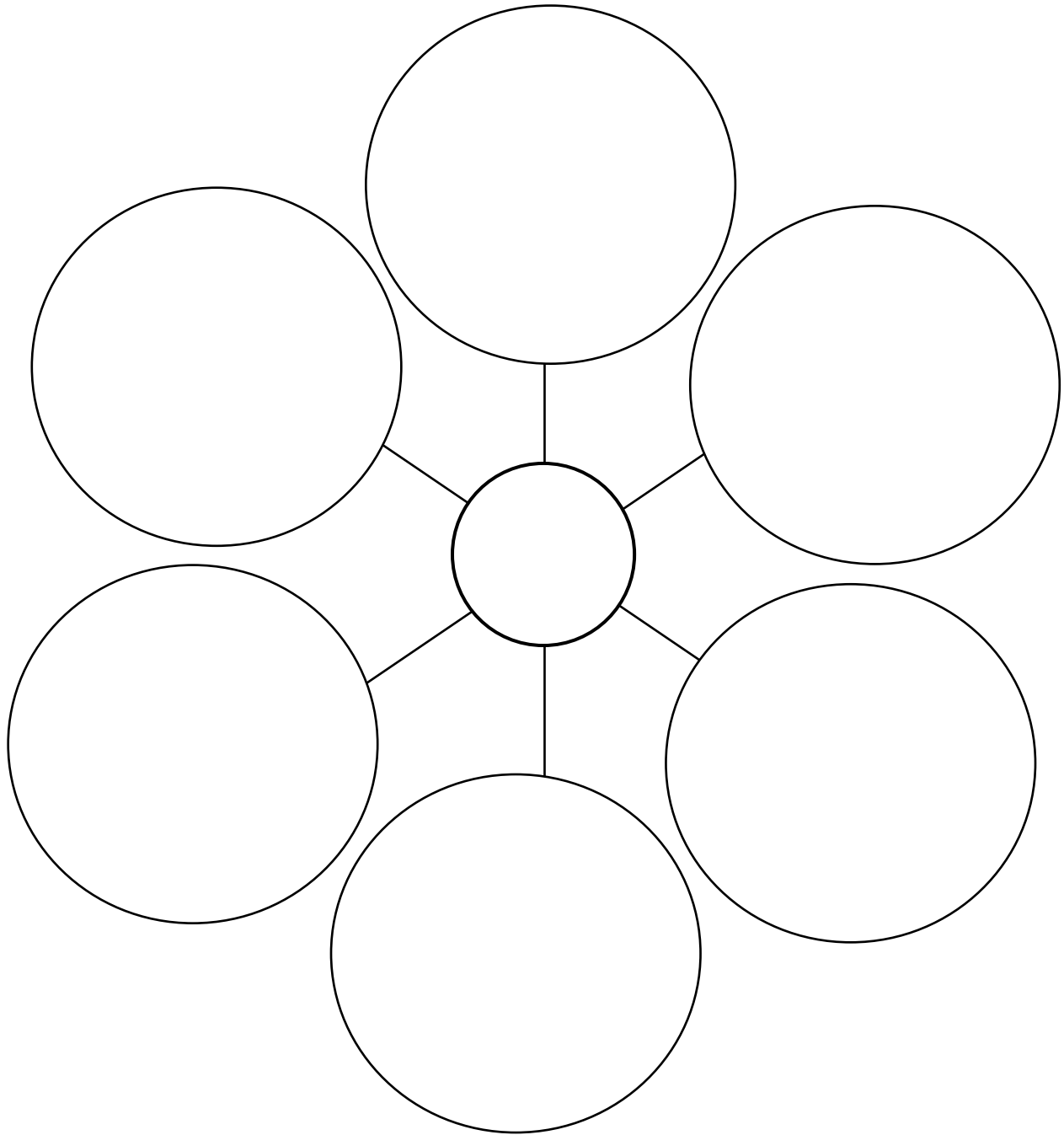
Newer versions of MS Word have a web-building option that lets you create your own web electronically.

# Brainstorming Web



Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Idea Builder



1. Key idea  
\_\_\_\_\_

2. Draw it

3. Facts  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Sample sentence  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Examples  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Non-examples  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Definition  
\_\_\_\_\_  
\_\_\_\_\_

Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 178.



# How to Create a Mind Map

---



## What are mind maps?

Mind maps are diagrams that show related ideas and information on a topic. They are used to note and organize ideas and information in a way that is meaningful to you.

## How do I create a mind map?

### Step 1

Identify your topic and write it in the centre of the page. This is the centre of your mind map.

### Step 2

As you think of a subtopic related to your main topic, write it next to the centre and connect it with a line. Use different colours or styles of writing for your different subtopics.

### Step 3

Add information and ideas to the subtopics as you think of them and connect them in meaningful ways. Include ideas and information, such as:

- examples from your own experience
- things you have read or heard
- questions you want to answer
- feelings you have
- sketches.

### Step 4

Review the ideas and information you have written down and use circles, other shapes and/or colours to connect or group things.

You can use mind maps for many things, such as:

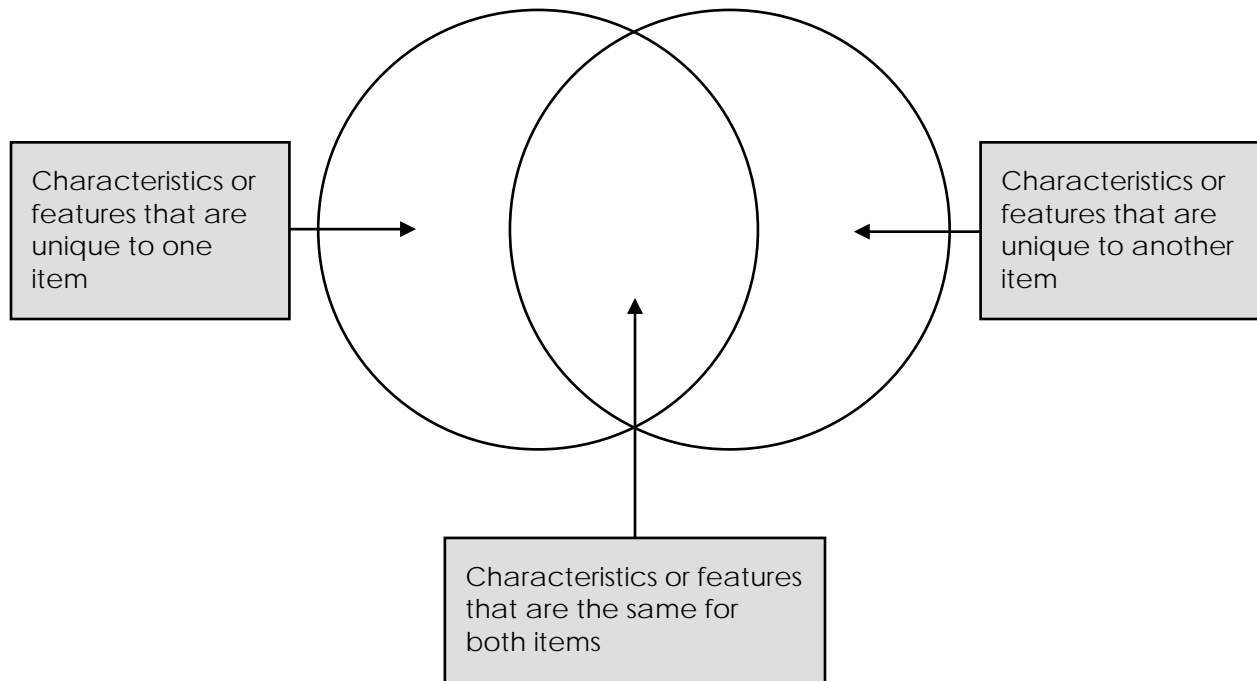
- collecting ideas, information and questions to guide your research
- reflecting on a presentation, group discussion, story, movie or television show
- collecting ideas for a story, poem, role-play or skit.

# Sample Mind Map



In this sample, the student circled all the questions she had so that she could use them in an inquiry; e.g., "What I Want to Know" in a KWL chart.

# How to Use Venn Diagrams

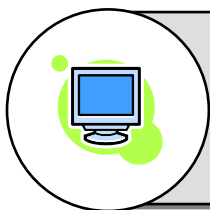


**Step 1** Label each side of the diagram with the name of each item you are comparing.

**Step 2** Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

**Step 3** Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

**Step 4** Think about all the features the items share and write your ideas in the middle of the diagram.



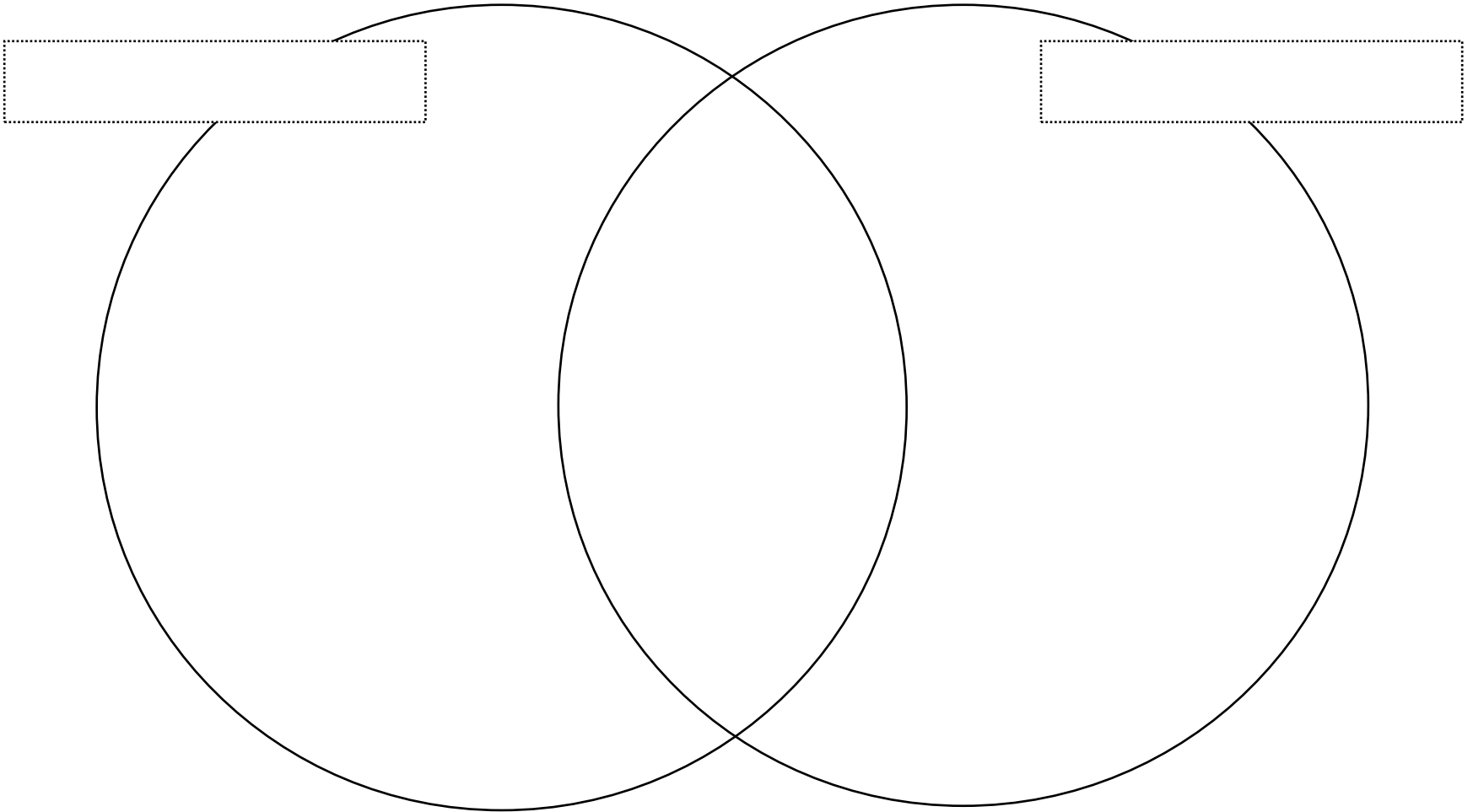
MS Word has a Venn diagram option that lets you create your own Venn diagram electronically.



# Venn Diagram

Name: \_\_\_\_\_

Date: \_\_\_\_\_

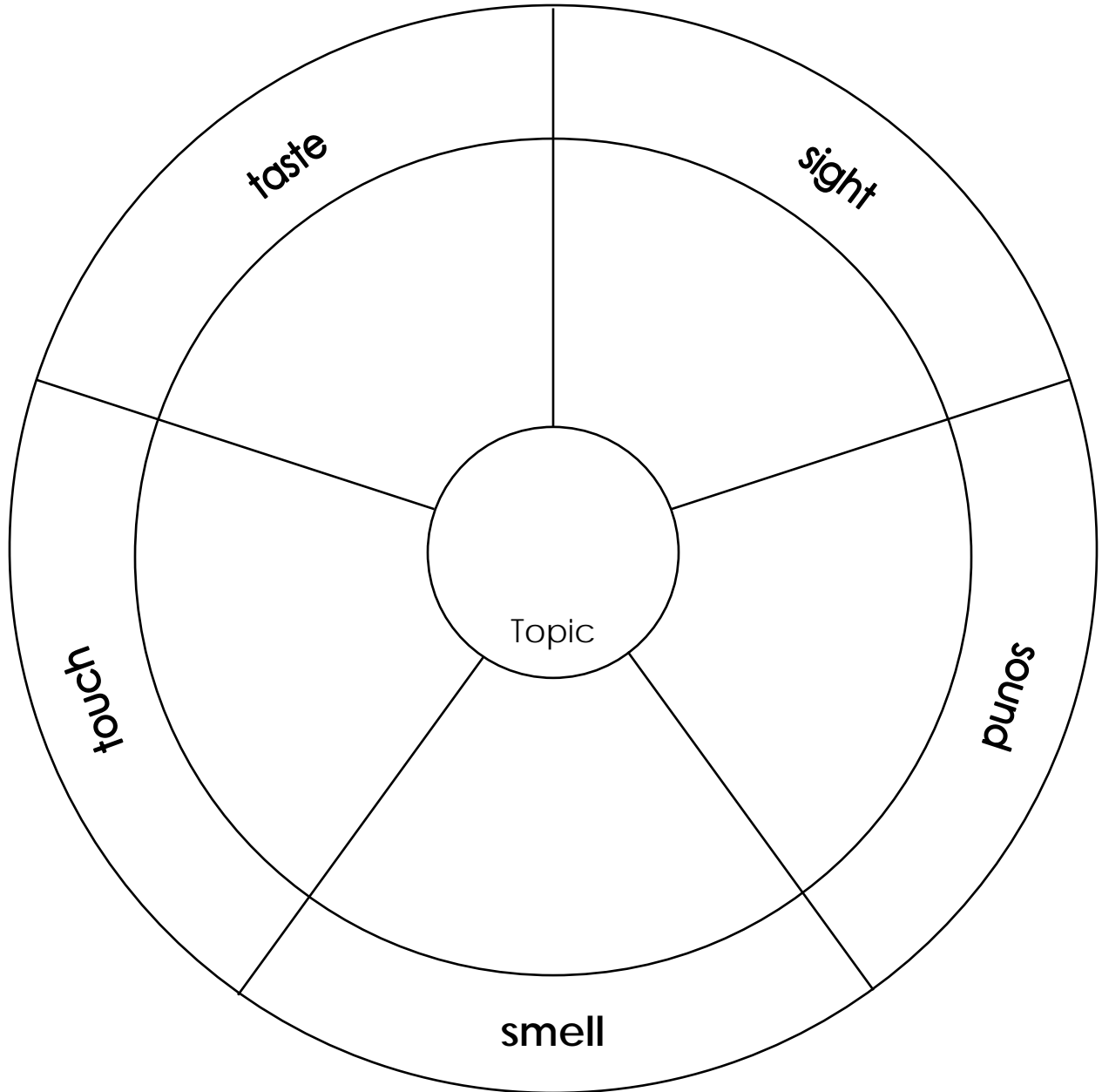


# Five Senses Wheel



Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Triple T-chart



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title/Topic: \_\_\_\_\_

Looks like:	Sounds like:	Feels like:

# Y-chart



Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Feels Like</b>	
<b>Sounds Like</b>	<b>Looks Like</b>

# Five Ws and Hl



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Fill in the chart with questions on your topic that you want to find answers to.

<b>Who?</b> List questions about <b>people</b> .	
<b>What?</b> List questions about <b>things</b> and <b>events</b> .	
<b>Where?</b> List questions about <b>places</b> .	
<b>When?</b> List questions about <b>times</b> and <b>dates</b> .	
<b>Why?</b> List questions about <b>reasons</b> , <b>causes</b> and <b>purposes</b> .	
<b>How?</b> List questions about <b>the way things happen</b> .	
<b>If?</b> List questions about <b>things that might happen</b> .	

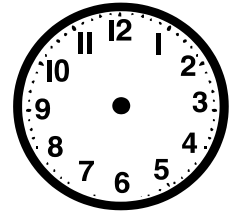
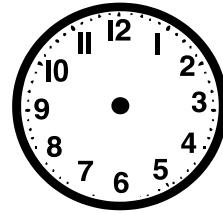
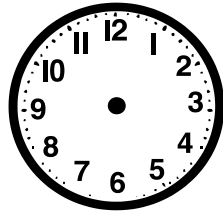
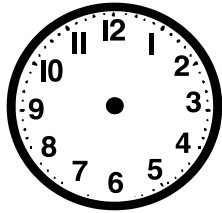
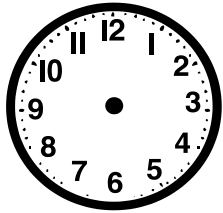


# A Day in the Life



Name: \_\_\_\_\_

Date: \_\_\_\_\_




# How to Use PMI Charts



## Step 1

**P**lus: Think about all the advantages and good reasons for making the choice.

## Step 2

**M**inus: Think about all the disadvantages and the down side of making the choice.

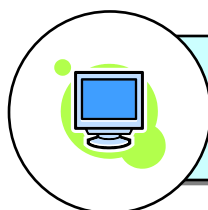
## Step 3

List any information that is neither positive nor negative as **I**nteresting.

*Example:* A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool

## Using the Internet as a Research Tool

Plus	Minus	Interesting Information
<ul style="list-style-type: none"><li>• There is a lot of information.</li><li>• You can look at a number of different sources in a short period of time.</li><li>• You can do your research in the comfort of your home or classroom.</li></ul>	<ul style="list-style-type: none"><li>• If you do not know how to search well, it can take a long time to find what you need.</li><li>• There is no guarantee that the information you find is accurate or of good quality.</li><li>• The reading level of factual and historical information may be high.</li></ul>	<ul style="list-style-type: none"><li>• Most teenagers know more about using the Internet than adults!</li><li>• Anybody can post information on the Internet. There are no rules to follow, no licenses.</li></ul>



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

# PMI Chart



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Plus	Minus	Interesting Information



# Making a Decision



Issue: \_\_\_\_\_

Option: \_\_\_\_\_

	PROS +	CONS -
Facts:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Feelings:	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
My new ideas:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
My decision:	<hr/> <hr/> <hr/>	
My reasons for this decision:	<hr/> <hr/> <hr/>	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

# IDEA Decision Maker



**I**dentify the problem

---

---

---

**D**escribe possible solutions

---

---

---

**E**valuate the potential consequences of each solution

---

---

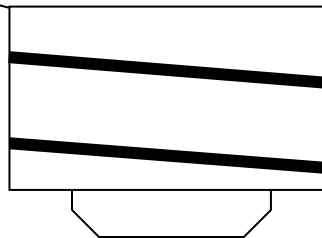
---

**A**ct on the best solution

---

---

---



How did your IDEA work?  
(Evaluate your results.)

---

---

# Consider the Alternatives



Decision-making situation or conflict to be resolved: \_\_\_\_\_

---

---

**1** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

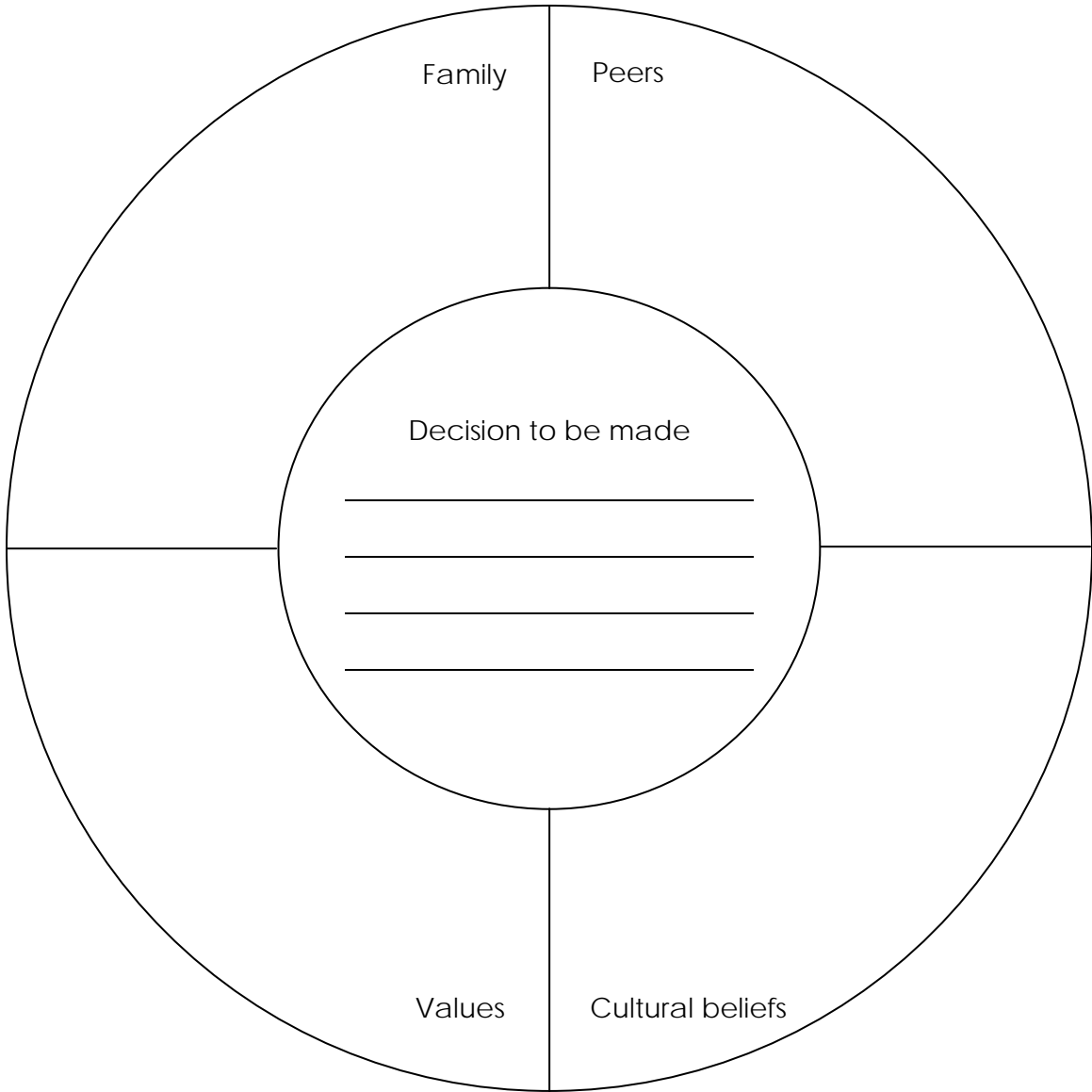
Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Influences on Decision Making



Questions you need to ask to help you make this decision

---

---

---

---

---

---

---

---



# Goal-setting Organizer 1



Name: \_\_\_\_\_ Date: \_\_\_\_\_

My goal is \_\_\_\_\_

---

---

I am choosing this goal because

---

---

To reach this goal I will:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

It will take me \_\_\_\_\_ days to reach my goal.

Why or why not? \_\_\_\_\_

Did I reach my goal?  yes

almost

no

---

---

---

# Goal-setting Organizer 2



Name: \_\_\_\_\_

Date: \_\_\_\_\_

- Is your goal:
- specific?
  - measurable?
  - achievable?
  - realistic?
  - time-based?

<b>Goal</b>	My goal is to ...
<b>Rationale</b>	I chose this goal because ...
<b>Action plan</b>	To reach this goal, I will ...
<b>Measurement</b>	How will I know if I am successful?
<b>Self-reflection</b>	What would I do differently?

# Goal-setting Organizer 3



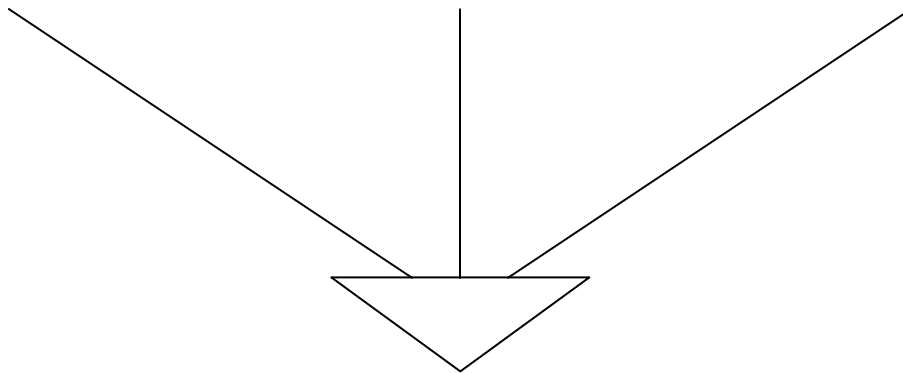
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Goal Planning: Start Small

My long-term goal is \_\_\_\_\_  
\_\_\_\_\_ by \_\_\_\_\_

The smaller steps that will help me reach this goal are:

Short-term Goal A	Short-term Goal B	Short-term Goal C
_____ _____	_____ _____	_____ _____
To reach this goal, I will:	To reach this goal, I will:	To reach this goal, I will:
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
by _____	by _____	by _____



I will know I have reached my long-term goal when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

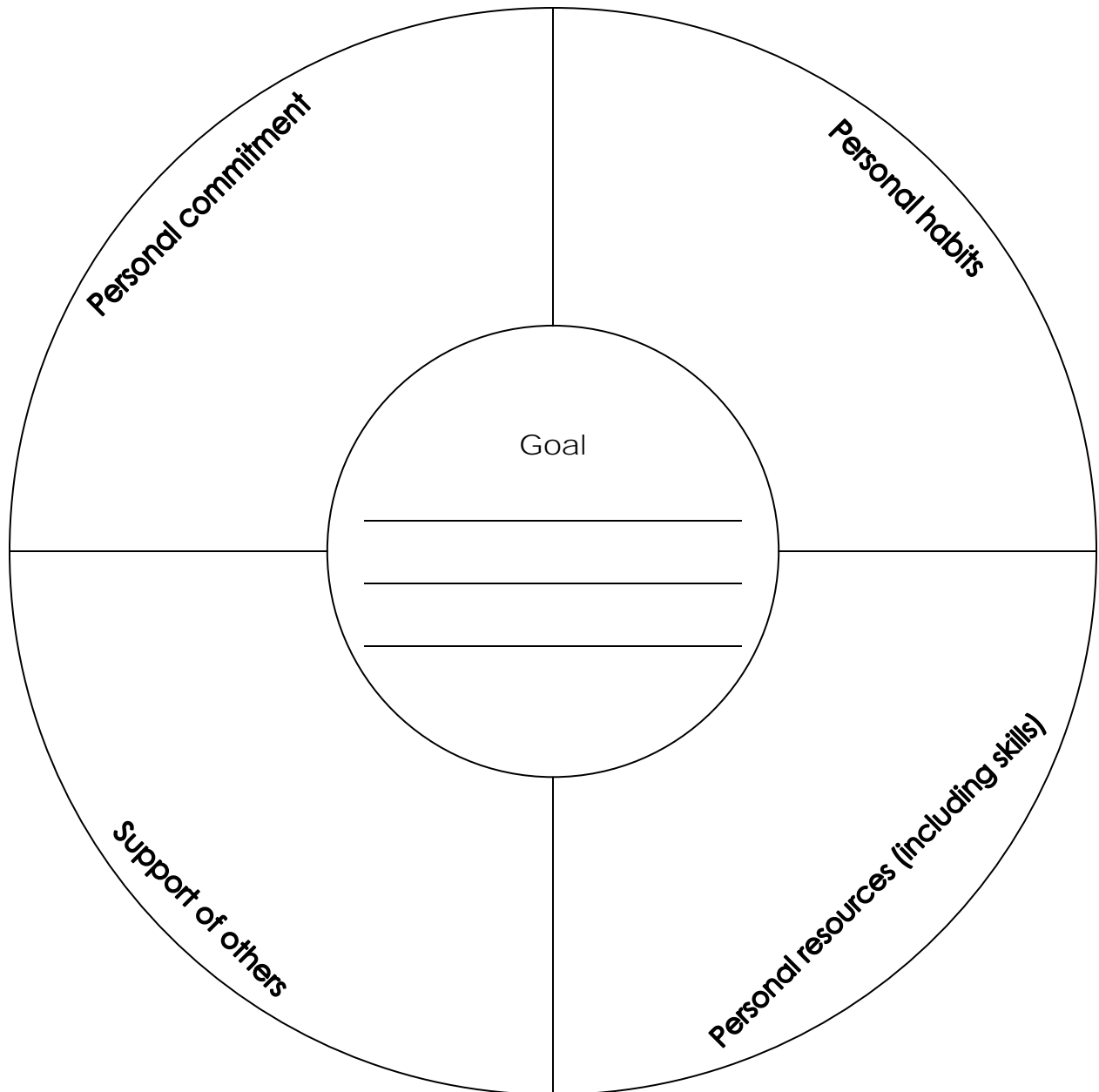
# Goal-setting Organizer 4



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What Can Affect Your Goals?



## Appendix D: Assessment Blackline Masters

---

Self-assessment Checklist .....	D-2
Self-assessment Rating Scale .....	D-4
Peer-assessment Checklist .....	D-6
Self-assessment Checklist and Goal Setting .....	D-8
Long-term Goal Setting .....	D-10
Anecdotal Notes .....	D-12
Observation Checklist .....	D-14
Checklist and Comments 1 .....	D-16
Checklist and Comments 2 .....	D-18
Rating Scale 1 .....	D-20
Rating Scale 2 .....	D-22
Rating Scale 3 .....	D-24
Rubric .....	D-26
Rubric and Checklist .....	D-28

## Self-assessment Checklist

**Name:** Louis

**Stufe:** 10-3Y

**Datum:** April 2

<i>Ich kann ...</i>	<i>Ja!</i>	<i>noch nicht</i>
talk about how German and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in German and not get discouraged		✓
check my work over to fix mistakes		✓

**Note:** This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

# Self-assessment Checklist

Name:	Stufe:	Datum:
-------	--------	--------

<i>Ich kann ...</i>	<i>Ja!</i>	<i>noch nicht</i>

# Self-assessment Rating Scale

<b>Name:</b> Sophia	<b>Stufe:</b> 10-3Y	<b>Datum:</b> April 22
---------------------	---------------------	------------------------

<i>Ich kann ...</i>	<i>nie</i>	<i>manchmal</i>	<i>gewöhnlich</i>	<i>immer</i>
• tell someone I'm happy	●	●	●	●
• tell someone I'm sad	●	●	●	●
• tell someone I'm angry	●	●	●	●
• tell someone I'm tired	●	●	●	●
• show someone I'm surprised	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

**Note:** This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.





## Peer-assessment Checklist

<b>Name:</b>	Nicole	<b>Stufe:</b>	10-3Y	<b>Datum:</b>	February 14
<b>Mein Partner kann:</b>	Janelle	<b>Aufgabe:</b>			

<b>Mein Partner kann:</b>	<b>Ja!</b>	<b>noch nicht</b>
write a descriptive word in German for each letter in her name	✓	
write descriptive words that are positive and describe her well	✓	
use a dictionary and the word walls to find words to use	✓	
use a dictionary to check the spelling of the words she used		✓
draw pictures that match the descriptive words she used	✓	

**Etwas, das mir an deiner Arbeit besonders gefiel, war:** you picked really good German words to describe yourself—some of them were from our new vocabulary list.

**Ein Vorschlag zur Verbesserung:** check your spelling using a dictionary or our vocabulary lists. We wrote lots of these words down in our learning logs so they might be there.

**Note:** This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

## Peer-assessment Checklist

<b>Name:</b>	<b>Stufe:</b>	<b>Datum:</b>
<b>Mein Partner kann:</b>	<b>Aufgabe:</b>	

<b>Mein Partner kann:</b>	<b>Ja!</b>	<b>noch nicht</b>

*Etwas, das mir an deiner Arbeit besonders gefiel, war:* \_\_\_\_\_

\_\_\_\_\_

*Ein Vorschlag zur Verbesserung:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Self-assessment Checklist and Goal Setting

<b>Name:</b> Tah	<b>Stufe:</b> 10-3Y	<b>Datum:</b> February 1
------------------	---------------------	--------------------------

<b>Kriterium:</b>	<b>Ja!</b>	<b>noch nicht</b>	<b>Was ich als Nächstes machen werde ...</b>
say hello and goodbye	✓		Say hello and goodbye in German to at least three people each day.
listen to other people's opinions	✓		Write down the opinion of one person from my group in my learning log.
sing "Happy Birthday"		✓	Sing "Happy Birthday" to my Grandma at her birthday party.
say the alphabet	✓		Say the alphabet three times in a row without making any mistakes.
get along with group members	✓		Make sure that everyone has a chance to speak next time we work in groups.

**Note:** This Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.

## Self-assessment Checklist and Goal Setting

Name:	Stufe:	Datum:
-------	--------	--------

Kriterium:	Ja!	noch nicht	Was ich als Nächstes machen werde ...

## Long-term Goal Setting

**Name:** Douglas

**Stufe:** 20-3Y

**Datum:** February 1

---

### Goal #1:

**By the end of this term, I would like to:** know what to say to ask for directions in German.

**To achieve this goal, I will:** look up the words I need to know and write a role-play to perform with a friend.

**My teacher can help me:** with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

**My parents can help me by:** practising my role-play with me at home.

### Goal #2:

**By the end of this term, I would like to:** learn more about what it's like to live in Germany.

**To achieve this goal, I will:** research Germany on the Internet and ask my neighbour, Mrs. Woite, what it's like to live there.

**My teacher can help me by:** bringing in books and pictures of Germany and maybe show a movie.

**My parents can help me by:** buying me a book on Germany for my birthday and taking me to Germany on vacation!

**Note:** This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

## Long-term Goal Setting

Name: \_\_\_\_\_

Stufe: \_\_\_\_\_

Datum: \_\_\_\_\_

---

### Goal #1:

By the end of this term, I would like to: \_\_\_\_\_

\_\_\_\_\_

To achieve this goal, I will: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My teacher can help me: \_\_\_\_\_

\_\_\_\_\_

My parents can help me by: \_\_\_\_\_

\_\_\_\_\_

### Goal #2:

By the end of this term, I would like to: \_\_\_\_\_

\_\_\_\_\_

To achieve this goal, I will: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My teacher can help me by: \_\_\_\_\_

\_\_\_\_\_

My parents can help me by: \_\_\_\_\_

\_\_\_\_\_

## Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments
Michel	Jan. 8	Simon Says	LC-1.1a understand the main points of short oral text on familiar topics, in guided situations		✓	Seemed to understand the directions but mixed up several body parts.
Josh	Jan. 8	Simon Says	LC-1.1a understand the main points of short oral text on familiar topics, in guided situations		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Go Fish card game	A-3.3a express and manage turn taking	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small-group discussion	A-3.3a express and manage turn taking		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan.17	Small-group discussion	A-3.3a express and manage turn taking		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small-group discussion	A-3.3a manage turn taking	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Body part vocabulary review	LC-1.2a produce, short, simple oral text using familiar structures in a variety of guided situations	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

**Note:** This form of Anecdotal Notes allows teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.



## Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments

## Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.	
Leesa	Sept. 23	Singing traditional German songs	A-6.1a use German for fun	<input checked="" type="radio"/> Yes	<input type="radio"/> Not yet
Marc	Sept. 23	Singing traditional German songs	A-6.1a use German for fun	<input checked="" type="radio"/> Yes	<input type="radio"/> Not yet
Andreas	Sept. 23	Singing traditional German songs	A-6.1a use German for fun	<input type="radio"/> Yes	<input checked="" type="radio"/> Not yet
Maya	Oct. 1	Singing the alphabet song	LC-3.1a distinguish all the sounds of German	<input type="radio"/> Yes	<input checked="" type="radio"/> Not yet
Jack	Oct. 1	Singing the alphabet song	LC-3.1a distinguish all the sounds of German	<input checked="" type="radio"/> Yes	<input type="radio"/> Not yet
Cole	Oct. 10	Playing the alphabet game	LC-3.1a distinguish all the sounds of German	<input checked="" type="radio"/> Yes	<input type="radio"/> Not yet
Maya	Oct. 10	Playing the alphabet game	LC-3.1a distinguish all the sounds of German	<input checked="" type="radio"/> Yes	<input type="radio"/> Not yet
Philip	Oct. 10	Playing the alphabet game	LC-3.1a distinguish all the sounds of German	<input checked="" type="radio"/> Yes	<input type="radio"/> Not yet
Simone	Oct. 25	Creating a personal dictionary organized by the alphabet	LC-3.2a recognize and use some basic spelling patterns	<input checked="" type="radio"/> Yes	<input type="radio"/> Not yet
Jack	Oct. 27	Creating a personal dictionary organized by the alphabet	LC-3.2a recognize and use some basic spelling patterns	<input checked="" type="radio"/> Yes	<input type="radio"/> Not yet

**Note:** In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.

# Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.	
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet

## Checklist and Comments 1

<b>Level:</b> 10-3Y	<b>Date:</b> May 3	<b>Activity:</b> Individual Q and A
---------------------	--------------------	-------------------------------------

**Specific Outcome:** S–2.3a use simple interactive strategies, with guidance

Student Names:	Has met the outcome:	
	Yes	Not Yet
• <u>Jan</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Al</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Freddie</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Kevin</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Marissa</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Sheryl</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Abe</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Elise</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Johanna</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Benjamin</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Lydia</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Franco</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Notes for future planning:** do a role-play activity in which we talk about productive strategies students can use when speaking German; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

**Note:** This Checklist and Comments tool demonstrates how a teacher can gather information on several students’ performances as they relate to one learning outcome. The teacher can also use this information to plan for future instruction.



## Checklist and Comments 2

<b>Level:</b> 10-3Y	<b>Date:</b> October 5	<b>Activity:</b> Telephone conversations (invitations)
---------------------	------------------------	--

**Specific Outcome(s):** A-3.1b give and respond to simple oral instructions;  
 LC-1.2 a produce short simple oral texts, using familiar situations;  
 LC-1.3 a interact, using a combination of words phrases and simple sentences, in guided situations;  
 LC-3.1b pronounce learned words and phrases comprehensively

<b>Lance</b> _____ <b>can:</b> (Student name)		
	<b>Yes</b>	<b>Not Yet</b>
• invite a friend to do something	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• accept and reject an invitation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• pronounce words comprehensibly	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• use intonation to express inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• use appropriate vocabulary related to hobbies and invitations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

**Done well:** Seems to have a good understanding of the vocabulary.

**Could improve:** Seems not to understand intonation and how it can affect meaning.

**Note:** This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.

## Checklist and Comments 2

<b>Level:</b>	<b>Date:</b>	<b>Activity:</b>
---------------	--------------	------------------

Specific Outcome(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

_____ can:		
(Student name)	Yes	Not yet
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
Done well: _____		
_____		
_____		
_____		
Could improve: _____		
_____		
_____		

## Rating Scale 1

<b>Level:</b> 10-3Y	<b>Date:</b> March 10	<b>Activity:</b> Group classroom scavenger hunt
---------------------	-----------------------	---

**Specific Outcome:** A-3.3 b encourage other group members to act appropriately

Student meets the outcome:				
Student Names:	Never	Sometimes	Usually	Always
• <u>Jeremy</u>	●	●	●	●
• <u>David</u>	●	●	●	●
• <u>Raj</u>	●	●	●	●
• <u>Sunita</u>	●	●	●	●
• <u>Alicia</u>	●	●	●	●
• <u>Kendra</u>	●	●	●	●
• <u>Taylor</u>	●	●	●	●
• <u>Billy</u>	●	●	●	●
• <u>Dimitri</u>	●	●	●	●
• <u>Kim</u>	●	●	●	●
• <u>Tran</u>	●	●	●	●
• <u>Frida</u>	●	●	●	●
• <u>Tim</u>	●	●	●	●
• <u>Tania</u>	●	●	●	●
• <u>George</u>	●	●	●	●
• <u>Lilly</u>	●	●	●	●
• <u>Hannah</u>	●	●	●	●
• <u>Wes</u>	●	●	●	●

**Note:** This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students, based on a particular outcome.





## Rating Scale 2

<b>Level:</b> 10-3Y	<b>Date:</b> November 12	<b>Activity:</b> Unit: My family
---------------------	--------------------------	----------------------------------

**Specific Outcome(s):** A-1.1c ask for and provide basic information, b. identify people, places and things; LC-1.2c write some words of personal significance; LC-1.3a interact using a combinations of words and simple sentences in guided situations; LC-2.2a produce simple written texts using familiar structures a variety of situations

**Student Name:** Tania

Criteria:	Never	Sometimes	Usually	Always
• was able to share basic information about his or her family	●	●	●	●
• identified the people in his or her family correctly	●	●	●	●
• used words relevant to the family correctly	●	●	●	●
• wrote words and phrases clearly and correctly	●	●	●	●
• used a dictionary to find new words related to the family	●	●	●	●
• used illustrations to provide relevant details about his or her family	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

**Note:** This sample Rating Scale demonstrates how a teacher could record information about the quality of a student’s performance as it relates to learning outcomes.

## Rating Scale 2

Level:	Date:	Activity:
--------	-------	-----------

Specific Outcome(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Name: \_\_\_\_\_

Criteria:	Never	Sometimes	Usually	Always
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●

## Rating Scale 3

<b>Level:</b> 20-3Y	<b>Date:</b> March 10	<b>Activity:</b> Reading out some familiar words
---------------------	-----------------------	--

**Specific Outcome(s):** LC-3.1a Use comprehensible pronunciation, stress and intonation when producing familiar words or phrases. (Language Competence/ phonology)

### Levels of performance and corresponding criteria:

- ★★★★ Demonstrated **excellent** pronunciation of all words—**no** errors
- ★★★ Demonstrated **good** pronunciation of almost all words—a **few** errors
- ★★ Demonstrated **acceptable** pronunciation of most words—**several** errors but still comprehensible
- ★ Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student:		Name of Student:	
Saresh	★ ★ ★ ★		★ ★ ★ ★
Derek	★ ★ ★ ★		★ ★ ★ ★
Crystal	★ ★ ★ ★		★ ★ ★ ★
Dakota	★ ★ ★ ★		★ ★ ★ ★
Ellen	★ ★ ★ ★		★ ★ ★ ★
Troy	★ ★ ★ ★		★ ★ ★ ★
Jonathan	★ ★ ★ ★		★ ★ ★ ★
Sam	★ ★ ★ ★		★ ★ ★ ★
Jim	★ ★ ★ ★		★ ★ ★ ★
Sal	★ ★ ★ ★		★ ★ ★ ★
Rebecca	★ ★ ★ ★		★ ★ ★ ★
Steven	★ ★ ★ ★		★ ★ ★ ★
Janice	★ ★ ★ ★		★ ★ ★ ★
Tran	★ ★ ★ ★		★ ★ ★ ★
Polly	★ ★ ★ ★		★ ★ ★ ★

**Note:** This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.



## Rubric

**Name:** Jeanne    **Level:** 20-3Y    **Date:** October 17    **Activity:** Conversation—making plans with a friend

Outcome	4 Excellent	3 Very Good	2 Acceptable	1 Limited
Content A-3.2b	<b>Consistently</b> gives and responds to simple oral instructions.	<b>Frequently</b> gives and responds to simple oral instructions. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> gives and responds to simple oral instructions. However the message is <b>unclear</b> .	<b>Rarely</b> gives and responds to simple oral instructions. The overall message is <b>difficult to understand</b> .
Content A-3.2a	<b>Consistently</b> expressed a wish or desire to do something.	<b>Frequently</b> expressed a wish or devise to do something. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> expressed a wish or devise to do something. However the message is <b>unclear</b> .	<b>Rarely</b> expressed a wish or devise to do something. The overall message is <b>difficult to understand</b> .
Pronunciation LC-3.1b	<b>Consistently</b> pronounces and learned words and phrases comprehensively.	<b>Frequently</b> pronounces and learned words and phrases comprehensively. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> pronounces and learned words and phrases comprehensively. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> pronounces and learned words and phrases comprehensively. The overall message is <b>difficult to understand</b> .
Intonation LC-3.1c	<b>Consistently</b> recognizes and imitates intonation to express meaning.	<b>Frequently</b> recognizes and imitates intonation to express meaning. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> recognizes and imitates intonation to express meaning. Although there are <b>several</b> errors, the message is still understandable.	<b>Rarely</b> recognizes and imitates intonation to express meaning. The overall message is <b>difficult to understand</b> .
Vocabulary LC-1.3a	<b>Consistently</b> uses a repertoire of words and phrases related to making plans with friends.	<b>Frequently</b> uses a repertoire of words and phrases related to making plans with friends. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses a repertoire of words and phrases related to making plans with friends. Although there are <b>several</b> errors, the message is still understandable.	<b>Rarely</b> uses a repertoire of words and phrases related to making plans with friends. The message is <b>difficult to understand</b> due to errors.

**Note:** This Rubric demonstrates how a teacher can assess one student’s performance as it relates to different learning outcomes.

# Rubric

Name:	Level:	Date:	Activity:
-------	--------	-------	-----------

Outcome	Excellent	Very Good	Acceptable	Limited

## Rubric and Checklist

<b>Name:</b> Ellen	<b>Level:</b> 10-3Y	<b>Date:</b> November 14	<b>Activity:</b> Telephone Conversation
--------------------	---------------------	--------------------------	---

Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.2b	<b>Consistently</b> gives and responds to simple oral instructions.	<b>Frequently</b> gives and responds to simple oral instructions. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> gives and responds to simple oral instructions. However the message is <b>unclear</b> .	<b>Rarely</b> gives and responds to simple oral instructions. The overall message is <b>difficult to understand</b> .
Content A-3.2a	<b>Consistently</b> expressed a wish or desire to do something.	<b>Frequently</b> expressed a wish or devise to do something. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> expressed a wish or devise to do something. However the message is <b>unclear</b> .	<b>Rarely</b> expressed a wish or devise to do something. The overall message is <b>difficult to understand</b> .
Pronunciation LC-3.1b	<b>Consistently</b> pronounces and learned words and phrases comprehensively.	<b>Frequently</b> pronounces and learned words and phrases comprehensively. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> pronounces and learned words and phrases comprehensively. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> pronounces and learned words and phrases comprehensively. The overall message is <b>difficult to understand</b> .
Intonation LC-3.1c	<b>Consistently</b> recognizes and imitates intonation to express meaning.	<b>Frequently</b> recognizes and imitates intonation to express meaning. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> recognizes and imitates intonation to express meaning. Although there are <b>several</b> errors, the message is still understandable.	<b>Rarely</b> recognizes and imitates intonation to express meaning. The overall message is <b>difficult to understand</b> .
Vocabulary LC-1.3a	<b>Consistently</b> uses a repertoire of words and phrases related to making plans with friends.	<b>Frequently</b> uses a repertoire of words and phrases related to making plans with friends. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses a repertoire of words and phrases related to making plans with friends. Although there are <b>several</b> errors, the message is still understandable.	<b>Rarely</b> uses a repertoire of words and phrases related to making plans with friends. The message is <b>difficult to understand</b> due to errors.

<b>Work habits</b> <input type="checkbox"/> worked independently <input type="checkbox"/> worked with minimal assistance	<input type="checkbox"/> worked with some assistance <input type="checkbox"/> required constant supervision and assistance
--	---

**Note:** This Rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student’s performance according to specific outcomes, as well as information about a student’s work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.



## Rubric and Checklist

Name:	Level:	Date:	Activity:
-------	--------	-------	-----------

Outcome	Excellent	Very Good	Acceptable	Limited

Work habits

<input type="checkbox"/> worked independently	<input type="checkbox"/> worked with some assistance
<input type="checkbox"/> worked with minimal assistance	<input type="checkbox"/> required constant supervision and assistance





# Bibliography

Alberta Assessment Consortium. *A Framework for Student Assessment*. Edmonton, AB: Alberta Assessment Consortium, 1997.

\_\_\_\_\_. *A Framework for Student Assessment*. 2nd ed. Edmonton, AB: Alberta Assessment Consortium, 2005.

\_\_\_\_\_. *How to Develop and Use Performance Assessments in the Classroom*. Edmonton, AB: Alberta Assessment Consortium, 2000.

\_\_\_\_\_. *Refocus: Looking at Assessment for Learning*. Edmonton, AB: Alberta Assessment Consortium, 2003.

\_\_\_\_\_. *Refocus: Looking at Assessment for Learning*. 2nd ed. Edmonton, AB: Alberta Assessment Consortium, 2005.

Alberta Education. *English as a Second Language (ESL) Guide to Implementation Kindergarten to Grade 9*. Edmonton, AB: Alberta Education, 2007.

\_\_\_\_\_. "German Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies." *Program of Studies: Senior High Schools*. Edmonton, AB: Alberta Education, 2006.

\_\_\_\_\_. *Individualized Program Planning (IPP): ECS to Grade 12*. Edmonton, AB: Alberta Education, 2006.

\_\_\_\_\_. *Trends and Issues in Language Education: A Discussion Paper* (draft). Edmonton, AB: Alberta Education, 1997.

Alberta Learning. *Health and Life Skills Kindergarten to Grade 9 Guide to Implementation*. Edmonton, AB: Alberta Learning, 2002.

\_\_\_\_\_. *The Journey: A Handbook for Parents of Children Who Are Gifted and Talented*. Edmonton, AB: Alberta Learning, 2004.

\_\_\_\_\_. *Standards for Special Education*. Edmonton, AB: Alberta Learning, 2003.

\_\_\_\_\_. *Teaching Students Who Are Gifted and Talented*. Programming for Students with Special Needs (PSSN) series, No. 7. Edmonton, AB: Alberta Learning, 2000.

\_\_\_\_\_. *Teaching Students with Autism Spectrum Disorders*. Edmonton, AB: Alberta Learning, 2003.

- \_\_\_\_\_. *Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope*. Edmonton, AB: Alberta Learning, 2004.
- \_\_\_\_\_. *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities*. Edmonton, AB: Alberta Learning, 2002.
- Bamford, Kathryn W. and Donald T. Mizokawa. "Additive-Bilingual (Immersion) Education: Cognitive and Language Development." *Language Learning* 41, 3 (1991), pp. 413–429.
- Barik, Henri C. and Merrill Swain. *Bilingual Education Project: Evaluation of the 1974–75 French Immersion Program in Grades 2–4, Ottawa Board of Education and Carleton Board of Education*. Toronto, ON: Ontario Institute of Studies in Education, 1975.
- Bellanca, James and Robin Fogarty. *Blueprints for Thinking in the Classroom*. Arlington Heights, IL: IRI/Skylight, 1990.
- Bialystok, Ellen. "Effects of Bilingualism and Biliteracy on Children's Emergent Concepts of Print." *Developmental Psychology* 30, 3 (1997), pp. 429–440.
- Black, Paul et al. *Assessment for Learning: Putting It Into Practice*. Maidenhead, England: Open University Press, 2003.
- Bloom, Benjamin S. (ed.). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York, NY: David McKay Company, Inc., 1956.
- Brewer, C. and D. Campbell. *Rhythms of Learning*. Tucson, AZ: Zephyr, 1998.
- British Columbia Ministry of Education. *English as a Second Language Learners: A Guide for Classroom Teachers*. Victoria, BC: Special Programs Branch, British Columbia Ministry of Education, 1999.
- \_\_\_\_\_. "Process." *Gifted Education – A Resource Guide for Teachers*.  
<http://www.bced.gov.bc.ca/specialed/gifted/process.htm> (Accessed June 24, 2008).
- Brownlie, Faye and Susan Close. *Beyond Chalk and Talk: Collaborative Strategies for the Middle and High School Years*. Markham, ON: Pembroke Publishers Limited, 1992.
- Brownlie, Faye, Catherine Feniak and Vicki McCarthy. *Instruction and Assessment of ESL Learners: Promoting Success in Your Classroom*. Winnipeg, MB: Portage & Main Press, 2004.
- Bruck, Margaret, W. E. Lambert and R. Tucker. "Bilingual Schooling through the Elementary Grades: The St. Lambert Project at Grade Seven." *Language Learning* 24, 2 (1974), pp. 183–204.
- Burke, Kay. *The Mindful School: How to Assess Authentic Learning*. 3rd ed. Arlington Heights, IL: Skylight Professional Development, 1999.
- Caine, Renate Nummela and Geoffrey Caine. *Making Connections: Teaching and the Human Brain*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1991.
- \_\_\_\_\_. *Making Connections: Teaching and the Human Brain*. Parsippany, NJ: Dale Seymour Publications, 1994.

- \_\_\_\_\_. "What is Brain/Mind Learning?" *Caine Learning Institute*. 2005.  
<http://www.cainelearning.com/principles.html> (Accessed June 13, 2007).
- Campbell, D. *The Mozart Effect*. New York, NY: Avon, 1997.
- Chamot, Anna Uhl and J. Michael O'Malley. *The CALLA Handbook*. Don Mills, ON: Addison Wesley Publishing Company, 1994.
- Chamot, Anna Uhl and Pamela Beard El-Dinary. "Children's Learning Strategies in Language Immersion Classrooms." *The Modern Language Journal* 83, 3 (1999), pp. 319–338.
- Cole, Robert W. (ed.). *Educating Everybody's Children*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1995.
- \_\_\_\_\_. *More Strategies for Educating Everybody's Children*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 2001.
- Danesi, Marcel. *A Guide to Puzzles and Games in Second Language Pedagogy*. Toronto, ON: OISE Press, 1985.
- Department of Education, State of Victoria. *Bright Futures Resource Book: Education of Gifted Students*. Melbourne, Australia: Department of Education, State of Victoria, 1996.
- Doman, Glenn. *Teach Your Baby to Read*. Philadelphia, PA: The Better Baby Press, 1984.
- Dornyei, Zoltán and Kata Csizér. "Ten Commandments for Motivating Language Learners: Results of an Empirical Study." *Language Teaching Research* 2, 3 (September 1998), pp. 203–229.
- Dryden, Gordon and Colin Rose. *Fundamentals*. Aylesbury, UK: Accelerated Learning Systems, 1995.
- Dryden, Gordon and Jeannette Vos. *The Learning Revolution*. Auckland, NZ: The Learning Web, 1997.
- \_\_\_\_\_. *The Learning Revolution: To Change the Way the World Learns*. Auckland, NZ: The Learning Web, 1999.
- Edmonton Public Schools. *Thinking Tools for Kids: Practical Organizers*. Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999.
- Gagne, R. and M. Driscoll. *Essentials of Learning for Instruction*. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, 1988.
- Gardner, Howard. *Frames of Mind*. New York, NY: Basic Books, 1983.
- \_\_\_\_\_. Speech. American Education Research Conference, San Diego, CA. April 1998.
- Genesee, Fred. *Learning through Two Languages*. Cambridge, MA: Newbury House, 1987.
- Hakuta, Kenji. *Cognitive Development of Bilingual Children*. Los Angeles, CA: University of California, Center for Language Education and Research, 1986.
- Horwitz, Elaine K., Michael B. Horwitz and Joann Cope. "Foreign Language Classroom Anxiety." *The Modern Language Journal* 70, 2 (Summer 1986), pp. 125–132.

- Jensen, E. *The Learning Brain*. San Diego, CA: Turning Point for Teachers, 1994.
- Johnson, D. W. and R. T. Johnson. *Leading the Cooperative School*. 2nd ed. Edina, MN: Interaction Book Company, 1994.
- Kagan, Spencer. "Group Grades Miss the Mark." *Educational Leadership* 52, 8 (May 1995), pp. 68–71.
- Kern, R. G. "The Role of Mental Translation in Second Language Reading." *Studies in Second Language Acquisition* 16, 4 (1994), pp. 441–461.
- Krashen, Stephen D. *Fundamentals of Language Education*. Beverly Hills, CA: Laredo Publishing Co., 1992.
- Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. Oxford, UK: Oxford University Press, 2000.
- Lozanov, Georgi. *Suggestology and Outlines of Suggestopedya*. New York, NY: Gordon & Breach, 1978.
- MacInnis, Eric, Ross MacDonald and Lynn Scott. *Controversy as a Teaching Tool*. Rocky Mountain House, AB: Parks Canada, 1997.
- MacIntyre, Peter D. and R. C. Gardner. "Language Anxiety: Its Relationship to Other Anxieties and to Processing in Native and Second Languages." *Language Learning* 41, 4 (December 1991), pp. 513–534.
- Marcos, Kathleen M. "Decade of the Brain: Learning Another Language Offers Both Personal and Professional Benefits." *American Language Review* 3, 6 (November/December 1999), pp. 2–3.
- \_\_\_\_\_. "Second Language Learning: Everyone Can Benefit." *The ERIC Review* 6, 1 (Fall 1998), pp. 2–5.
- Marzano, Robert J., Debra Pickering and Jay McTighe. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1993.
- Muir, Maya. "Reaching Gifted Kids and English-Language Learners." *Northwest Report*. September 28, 2001. <http://www.nwrel.org/nwreport/aug00/reaching.html> (Accessed June 14, 2007).
- Nebraska Department of Education. *Nebraska K–12 Foreign Language Frameworks*. Lincoln, NE: Nebraska Department of Education, 1996.
- Politano, Colleen and Joy Paquin. *Brain-based Learning with Class*. Winnipeg, MB: Portage Main Press, 2000.
- Scheid, Karen. *Helping Students Become Strategic Learners. Guidelines for Teaching*. Cambridge, MA: Brookline Books, 1993.
- Schlechty, Phillip C. *Inventing Better Schools: An Action Plan for Educational Reform*. San Francisco, CA: Jossey-Bass Inc., 1997.
- Shields-Ramsay, Patricia and Doug Ramsay. *Purposeful Planning Guidebook*. Edmonton, AB: InPraxis Learning Systems, 2006.

- Short, Kathy G., Jerome C. Harste and Carolyn L. Burke. *Creating Classrooms for Authors and Inquirers*. 2<sup>nd</sup> ed. Portsmouth, NH: Heinemann, 1996.
- Stevens, Robert J. and Robert E. Slavin. “When Cooperative Learning Improves the Achievement of Students with Mild Disabilities: A Response to Tateyama-Sniezek.” *Exceptional Children* 57, 3 (December/January 1990–1991), pp. 276–280.
- Sutton, Ruth. *The Learning School*. Salford, England: RS Publications, 1997.
- Swain, Merrill. “Early French Immersion Later On.” *Journal of Multicultural Development* 2, 1 (1981), pp. 1–23.
- \_\_\_\_\_. “Integrating Language and Content Teaching through Collaborative Tasks.” *The Canadian Modern Language Review* 58, 1 (2001), pp. 44–63.
- Thomas, Wayne P., V. P. Collier and M. Abbott. “Academic Achievement through Japanese, Spanish or French: The First Two Years of Partial Immersion.” *Modern Language Journal* 77, 2 (1993), pp. 170–180.
- Tokuhama-Espinosa, Tracey. *Raising Multilingual Children: Foreign Language Acquisition and Children*. Westport, CT: Bergin & Garvey, 2001.
- Toronto Catholic District School Board. *Assessment of Student Achievement in Catholic Schools: A Resource Document*. Toronto, ON: Toronto Catholic District School Board, 2001.
- University of Calgary. Language Research Centre. *A Review of the Literature on Second Language Learning*. Edmonton, AB: Alberta Learning, 2004.
- University of Minnesota. *Developing Speaking and Writing Tasks for Second Language Assessment (The Minnesota Language Proficiency Assessments): A MLPA Miniguide for Assessment Development*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, n.d.
- Villano, D. “Heads Up: Time to go Bilingual?” *Smartkid* 1, 4 (1996), pp. 45–49.
- Weatherford, H. Jarold. “Personal Benefits of Foreign Language Study.” *ERIC Digest*. October 1986. <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED276305> (Accessed June 14, 2008).
- Winebrenner, Susan. *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition). Minneapolis, MN: Free Spirit Publishing Inc., 2001.
- Wrigley, Pamela. *The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners*. Oneonta, NY: ESCORT, 2001.